Reviewing our past

A History of the Association of Baccalaureate Social Work Program Directors

Paul H. Stuart
Leslie Leighninger
Jana Newton Donahoe

bPd
Association of
Baccalaureate Social Work
Program Directors, Inc.
Eau Claire, Wisconsin, 1993

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Acknowledgments

The writing of this history of the Association of Baccalaureate Program Directors has been both challenging and fun. The challenge stemmed largely from the need to combine the testimony of many voices into a cohesive and meaningful picture of an organization's development (and to do so knowing that most of the possessors of those voices were still around to question the results). The fun came principally from our talks with the many people who have been a part of BPD's creation and growth. We ourselves have participated in events described here, and hope that our discussions with others and our consultation of the written record have broadened our perspective and helped to diffuse our biases.

The Association of Baccalaureate Program Directors financed and published this history. Acknowledgement of the help we received in conducting the study thus begins with recognition of the support of the BPD Executive Board. We would especially like to thank Joe Schriver, who initiated the plan for a history to commemorate the association's tenth annual meeting. We appreciate Kay Hoffman's help in the approval of the plan during her presidency of BPD. Grafton H. Hull, Jr., the next President, played a crucial role in the implementation of this project. The history could not have been written without the help of many people who lent their records and gave us their insights into the group's development: Steve Aigner, Sarah Bell (Penny) Allen, Betty Baer, Don Beless, Millie Charles, Kay Dea, Mary Ellen Elwell, Norman Flax, Kay Hoffman, Grafton H. Hull, Jr., Ken Kazmerski, Harry Macy, Ann McLean, Julia Norlin, Ginny Raymond, Alvin Sallee, Will Scott, Jack Sellers, Bradford Shaefor, Barbara Shank, Robert J. Teare, Trueheart Titzl, and Jim Wolk. Jill McKelvey facilitated the interview with Trueheart Titzl, the first president of BPD. David Klaassen, Curator of the Social Welfare History Archives, continues to fill the role of indispensable guide to this major collection of social work records, in this case locating important documents in the Council on Social Work Education papers. Van Rickerd assisted in interviewing. Maggie Leighninger, Nancy Wood, and Vickie Whitfield contributed to the final production of this monograph.

We would like to thank our colleagues at Louisiana State University and the University of Alabama, and especially Dean James Midgley and Dean Lucinda Roff for their moral and material support. Paul Stuart would also like to thank Joni Esser-Stuart who put up with his absences and frequent distractedness.

Finally, we are pleased that the BPD Board has chosen to dedicate this history to the memory of Ron Federico, in recognition of his many contributions and long-standing commitment to the development of undergraduate social work education and practice.

DEDICATED TO

DR. RONALD FEDERICO

The Association of Baccalaureate Social Work Program Directors is pleased to dedicate this history of the organization to Dr. Ronald Federico. Ron Federico's name is almost synonymous with undergraduate social work education. As Project Associate with the Undergraduate Curriculum Development Project and co-author of ***Educating the Baccalaureate Social Worker***, Dr. Federico's contributions to social work education are recognized by colleagues across the country. The report of the West Virginia project helped many of us in social work education refine our thinking about the knowledge, skills and values needed for entry level practice. It also helped us think more clearly about the concept of competency-based social work education. The Baer-Federico document continues to shape baccalaureate social work education in ways perhaps never imagined by the authors.

Of course, Dr. Federico's contributions are not limited to this volume, notwithstanding its enormous influence on our field. His textbook on human behavior has been used by numerous social work programs attempting to communicate to students the richness of human behavior in the social environment. It also clearly linked this curriculum area to the liberal arts, helping social work students understand this important connection.

His introductory social work text, ***The Social Welfare Institution***, has been very successful, providing prospective social work majors a snapshot of what it means to be a social worker. His book provided concrete information and did not delude the novice into thinking social work equalled clinical practice. Instead, he presented a thoughtful, well-researched guide to understanding the American social welfare system.

His latest text, ***Social Welfare in Today's World***, provides students with contrasting views of social welfare in four countries, the United States, Poland, Mexico, and Sweden. This text is the first I'm aware of that truly helps internationalize social work content at the introductory level. It again reinforces the perspective that Ron Federico has been on the cutting edge in social work education.

In addition to his many articles and books in social work, Dr. Federico has contributed to the discipline of sociology. Trained as both a social worker and sociologist, his introductory sociology text reflects his comfort in both fields. This ability to draw upon the wisdom of an academic discipline and a practice profession may explain why his writing is so lucid, articulate, and well-respected by his peers. Clearly, Dr. Federico was an outstanding scholar and contributor to the knowledge base of social work education and sociology.

Many of us know Ron Federico for more than his writings. His experience as director of three undergraduate social work programs gave him a broad understanding of this level of social work education. He routinely shared his wisdom with new undergraduate program directors, and his support for our roles was always exceptional. As a founder and early leader in the BPD organization, Ron Federico helped countless educators better understand their roles as teachers and program directors. He was one of the few colleagues who would take time from his own pursuits to acknowledge the contributions of others. His warmth and caring are legend among baccalaureate social work educators. An intellectual mainstay of baccalaureate education, Ron Federico has provided inspiring conference papers and sage consultation to developing social work programs. Some of the finest BSW programs have developed as a result of his interventions.

Finally, Ron Federico served all of the major social work organizations in one capacity or another. He was a member of the Board of Directors of the Council on Social Work Education and a member of the BSW Task Force of NASW. He served as an accreditation site visitor for countless social work programs. He was also a leader in BPD. His leadership skill will be sorely missed. Yet, a significant number of social work educators can look back on their own careers and identify ways in which Ron Federico influenced them in one manner or other. It is a tribute to his personal and professional qualities that so many of us count him among our mentors. It is also his most significant legacy.

Grafton H. Hull, Jr.
President

Introduction

Social work education on the undergraduate level has had a long and fairly contentious history. Its development has been shaped by forces both internal and external to the field. As Rue Bucher and Anselm Strauss[1] have noted, professions are defined not only by outside pressures, such as public expectations and societal needs, but also by conflict and accommodation between various groups or segments within the profession. It has made sense to us to use this perspective in analyzing the development of the Association of Baccalaureate Program Directors. We have chronicled the effects of important external factors, including federal funding of undergraduate education and the growing demand for generalist social workers in the public social services. We have also examined the impact of conflict and debate within social work, including the tensions between undergraduate educators and the graduate establishment and between BSW and MSW practitioners. Finally, we have sought to acknowledge the role of individual personalities in the shaping of the organization and the broader undergraduate movement.

We felt it important to reconnect today's baccalaureate social work educators with earlier efforts to develop and legitimize an entry level of social work practice based on undergraduate training. We therefore begin our history with the story of baccalaureate education for social workers in the 1940s. As we pursued our study, we realized that the history of the initial development of BPD and its connections with the Southern Association of Baccalaureate Social Workers was unfamiliar to many newer members of the group. The first and second chapters elaborate on this formative period. Chapters Three, Four, and Six analyze BPD's development from a fairly small but determined advocacy group to a broad-based, multi-faceted organization which has nevertheless maintained a role as champion of the undergraduate practitioner. Because of the importance of the annual conference in the development of group purpose and cohesion, we have included a detailed examination of the nature of these meetings in Chapter Five. Throughout this story, we have described the actions of the many players (both internal and external) which affected the development of the major organization for the advancement of undergraduate education for social work.

We used a number of sources to examine the history of BPD. These include the organization's records; the records of the Council on Social Work Education at the Social Welfare History Archives, University of Minnesota; interviews with a number of social work educators, among them all of the Chairs of BPD; and the personal papers of Trueheart Titzl and Mary Ellen Elwell. It is our hope that the documents and transcribed interviews gathered for this project will now be deposited in an archive for use by other researchers in the future.

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1. Rue Bucher and Anselm Strauss, "Professions in Process, *American Journal of Sociology* 66 (January, 1961): 137-158.

Chapter I.

The Association of Baccalaureate Program Directors: Context and Predecessors

"San Antonio - 1992!" heralded Barbara Shank in the May 1992 issue of Update, newsletter of the Association of Baccalaureate Social Work Program Directors (BPD). Shank, Conference Chair for the tenth annual meeting of the undergraduate educators' group, outlined a comprehensive program of special sessions, invited speakers, and some seventy paper presentations on curricular and administrative issues relevant to undergraduate social work education. With a membership of over three hundred, including more than half of the directors of baccalaureate programs in the United States, BPD could expect a conference attendance of several hundred people. Participants who had been among the fifty-three attendees at the group's first annual conference near Louisville, Kentucky, would find the two events different in size, structure, and style. They would also note changes in tactics and priorities between the fledgling undergraduate organization and the established association of 1992. Despite these changes, however, they would recognize two constants: a stress on service to members and a commitment to advocacy for baccalaureate social work education.

These goals played an important part in the founding of BPD in the mid-1970s. In 1974, at the regular meeting of the Undergraduate Directors' Constituency Group during the annual conference of the Council on Social Work Education (CSWE), constituency group chair Trueheart Titzl proposed formation of an autonomous organization of undergraduate directors. With constituents' approval, she appointed a steering committee to design and recommend a permanent structure for a group "through which we can express our needs and concerns." One year later, Betty Baer, chair of the steering committee, wrote to all baccalaureate program directors regarding plans to formalize the group at the upcoming CSWE meeting: "At long last, it appears that we are together; we are organized and we can influence the decisions that will be made. So ... on to Chicago!" [1]

Since its beginnings in 1975, BPD has grown in size and influence. Through its annual conferences, initiated in 1983, it has provided a place for the exchange of information and discussion of undergraduate educational issues. Its officers and committee structure have promoted the recognition and enhancement of baccalaureate social work education and practice. BPD is not the first group to do so, however. The organization has important precedents in the 1940s and 1960s. Its major forerunner is the National Association of Schools of Social Administration (NASSA), founded in 1942, but it was more directly influenced by the existence of a regional group, the Southern Association of Baccalaureate Social Workers, which was active twenty years later. An understanding of the goals and activities of these two organizations will enhance our appreciation of the issues leading to formation of BPD in the 1970s.

None of these groups rose out of a vacuum. All three developed in response to a complex array of forces both internal and external to the profession: expansion of public social services on the state and federal levels, staffing needs within these services, continued stress on graduate level training by the organizations accrediting professional social work education, and lack of recognition of undergraduate practice on the part of social work professional associations. As a prelude, then, to our story of the development, challenges, and accomplishments of the Association of Baccalaureate Program Directors, we will explore the organization's predecessors and the context in which BPD was formed and grew.

Undergraduate Social Work Organizes in the 1940s: The National Association of Schools of Social Administration

The first social work educational organization, the American Association of Schools of Social Work (AASSW), was founded in 1919. Although its initial membership included undergraduate social work programs, AASSW soon moved to an exclusive focus on graduate education. Edith Abbott, Sophonisba Breckinridge, and other prominent social work educators were influential in this change. Concerned with establishing social work's status as a profession, they argued that graduate education was the most widely accepted prerequisite for that status. By 1932, AASSW required all new member schools to have at least one year of coursework on the graduate level; by 1939, membership was limited to schools with a two-year graduate program.[2] The major professional organization of the period, the American Association of Social Workers, supported this stress on graduate training for practice.

At the same time that AASSW was moving to a graduate school model of social work education, education on the undergraduate level had begun to grow. The expansion of the public social services during and after the Great Depression created enormous staffing needs. As more and more inexperienced and untrained individuals went to work in state public assistance programs, undergraduate institutions across the country saw the potential for a more immediate and relevant education than social work graduate schools were prepared to offer. These institutions, particularly state universities and land grant colleges, began to develop courses in public welfare administration and social work methods. The courses were often lodged in departments of sociology, a discipline frequently at odds with the social work educational establishment. Public welfare training fit well with the regional service mission of many of these schools. The undergraduate programs were particularly strong in rural areas of the midwest, far west, and south, regions often unserved by graduate schools of social work.[3]

When the new undergraduate programs looked to AASSW and to graduate school educators for advice and legitimation, they were often rebuffed. Despite the fact that the existing graduate schools could not hope to produce enough Masters-level social workers to staff the new public service programs, AASSW clung to its emphasis on graduate education as the way to build social work's public image. Typical of the graduate educators' response to calls for help were the remarks by Sophonisba Breckinridge of the University of Chicago to a professor of rural sociology at a state college in South Dakota. The sociologist had written for advice regarding an undergraduate program in rural social work being developed in his department. Breckinridge wrote back that rural social work was "no more to be taught in rural communities than rural medicine or rural law." Practice in rural areas demanded broad skills and knowledge best taught in a graduate school in an urban setting. Voicing the long-term distrust of sociologists on the part of faculty at the University of Chicago School of Social Service Administration and other social work schools, she noted:

> *The sociologist has much to give in the general effort at social reform, but the disastrous effects of having schools of social work developed during the World War as subdivisions of departments of sociology has never been overcome, and the [AASSW] is only now emerging into a state of professional competence.... In order to be admitted to the Association now a school must be an independent, separate entity.*[4]

In part because of the refusal of AASSW to respond to the needs of undergraduate programs and include them in its membership, the new programs moved to an educational organization of their own. At the annual meeting of the Southwestern Social Science Association in 1942, a number of undergraduate programs joined forces to found the National Association of Schools of Social Administration. The charter members included social work programs in land grant colleges, private schools, and state universities. While

southern and southwestern institutions formed the nucleus, the association included schools from all over the United States. Faculty in these programs included both sociologists and social workers. Convinced that graduate schools of social work could never meet the demand for qualified workers in the public social services, NASSA leaders were committed to bringing practical and basic social work training within the reach of workers in all parts of the country.[5]

During its eleven years of existence, NASSA, like BPD, sought to gain recognition for undergraduate education as a legitimate path to social work employment. The group stressed social work's commitment to public service and saw AASSW policies as undermining that commitment. The NASSA was supported by a number of state welfare departments and by the national accrediting committee of state universities and land grant colleges. A year after its formation, the organization was recognized as the official accrediting body for undergraduate social work programs.[6]

Alarmed by the growth of a rival accrediting organization, AASSW used a variety of tactics to maintain its control over social work education and to promote its version of professional standards. One of the most successful was the development of a "preprofessional social work education consulting service," which offered advice to institutions contemplating undergraduate training. The Association also wooed NASSA member schools, particularly state universities, into its ranks by recognizing a one year M.A. in social work. Through these activities, AASSW advocated a limited role for undergraduate education as a broad-based preparation for the graduate degree. The graduate association received crucial support for this model from leaders in the federal social welfare establishment.[7]

While AASSW pursued its efforts to defeat the undergraduate movement, a series of joint committees attempted to cope with the schism in social work education. The larger and more established graduate association was better able to influence the committee process and control its outcomes. Both organizations agreed to pursue two major committee suggestions: the authorization of a comprehensive study of social work education and the creation of a new educational association which would absorb the two existing groups. The AASSW gained the upper hand in both endeavors. The 1951 Hollis and Taylor report reaffirmed graduate education as the only professional level in social work training.[8] The Council on Social Work Education, formed in 1952, had a broad membership structure, yet undergraduate interests were underrepresented. The most telling blow was the limiting of undergraduate representatives to those from programs which defined undergraduate training as pre-professional. The undergraduate movement was momentarily stymied. As late as 1963, a skit by graduate educators at the annual CSWE meeting proclaimed "NASSA's in the Cold, Cold Ground."[9] Yet even as that obituary was pronounced, forces similar to those of the 1930s and 1940s were developing to bring about a renewed growth in undergraduate training.

Renewed Pressures for Undergraduate Training and Practice in the 1960s

For a number of years after the founding of CSWE, undergraduate social work education took a back seat to graduate school interests. The massive curriculum study edited by Werner Boehm and published in 1959 raised but did not resolve the issue of the proper role of undergraduate education and practice within the profession.[10] Undergraduate programs received a measure of recognition through their constituent membership in CSWE, but exerted little influence over Council policy. That policy saw social work education at the baccalaureate level as grounded in a liberal arts rather than a vocational training perspective. Field work and practice courses had no place in the undergraduate curriculum.

As in the 1930s and 1940s, however, events external to the profession prompted a reassessment of the graduate school emphasis. In the 1960s, outside pressures were more diverse and powerful. They emanated not only from institutions of higher education and state welfare agencies, but also from regional education boards, state civil service departments, and the federal

social welfare bureaucracy. The new pressures stemmed largely from the rediscovery of poverty during the Kennedy and Johnson administrations, and the concomitant growth in the public social services.

As part of their contribution to federal government attempts to deal with poverty and other social problems, social workers designed and helped pass the 1962 Social Security Amendments. The amendments promoted the provision of skilled services, such as counseling, foster home placement, and referral work, to families in the public assistance program. Such services were to be provided by professionally trained workers, yet at that time few such workers existed in the public arena. Thus the expansion in public welfare programs and the new focus on professional services highlighted the need for additional social service manpower. The extent of that need was forcefully expressed in a 1965 Department of Health, Education, and Welfare (HEW) publication: ***Closing the Gap in Social Work Manpower.*** The report projected openings for thousands of new workers, including 100,000 new MSWs. It also promoted the differential use of staff, including those with baccalaureate degrees, and stressed the development of educational and training programs at the paraprofessional, bachelor's, and master's levels. It emphasized the "critical need for the advancement of undergraduate education in social welfare both for direct entry of graduates into practice and as preparation for graduate education." Federal support should be made available for this advancement of undergraduate training. Finally, the report called for professional recognition of the undergraduate level of social work, both through eligibility for membership in professional associations and through access to state licensing.[11]

The idea of differential use of social service personnel was not entirely new to CSWE, which along with the National Association of Social Workers (NASW) and an HEW Advisory Committee of graduate school deans had provided input to the federal report. Developments in public welfare were beginning to bring the Council's attention to the role of undergraduate social work programs. In 1960, the CSWE Board of Directors made the decision that the Council should be responsible for all levels of social work education. A year later, CSWE established an Advisory Committee on Undergraduate Education, which included both graduate and undergraduate educators. The committee was charged with encouraging the "sound development of undergraduate social welfare programs," identifying curriculum objectives and content for these programs, and "studying the relationship of this education to professional education for social work." As the differentiation between undergraduate social work education and professional education suggests, however, there remained a good deal of ambivalence within the Council as to the legitimacy of baccalaureate social work practice. An agreement to sanction education for that practice would come only as a result of continued external pressures.[12]

One source of pressure was the renewed growth of undergraduate programs. The recommendations of the HEW report helped provide a major impetus for such growth – federal funding for both graduate and undergraduate social work education. In 1967, Congress amended Title VII of the Social Security Act to add Section 707, which appropriated five million dollars for the development, expansion, and improvement of graduate and undergraduate social work training. The appropriation was to be divided equally between the two levels. Grants could be awarded to colleges and universities as well as to schools of social work. While some federal money had previously been made available for social work education, this was the first time that funds had been earmarked specifically for undergraduate preparation. In addition, previous funding had supported training in specific areas such as mental health or child welfare. In contrast, the purpose of the 707 appropriation was to strengthen generic education for the broad range of public welfare services, an education particularly appropriate to the undergraduate level.[13]

More specialized funding was made available to undergraduate social work programs in the late 1960s by the National Institute of Mental Health (NIMH). The institute was interested in social work staffing issues because of the importance of social work personnel in delivering mental health services; this interest led to the provision of three grants to demonstrate uses for under-

graduate social work education. One grant was awarded to a South Dakota consortium of two small schools to show how undergraduate social work education could be provided in small private liberal arts colleges. A second grant was provided to San Diego State University, while a third, at the University of Wisconsin, Madison, was an attempt to develop a five-year MSW degree, consisting of three years of liberal arts preparation, followed by two years of MSW education.[14]

While we have referred to developments on the federal level as forces external to the social work profession, it is important to recognize that both the initiation and implementation of policies such as the 707 funding were greatly influenced by the presence of social work experts within the federal government. Milton Wittman, Chief of the Social Work Section, Training and Manpower Resources Branch, NIMH, chaired the task force which produced the HEW manpower report. Individuals like Corinne Wolfe and Eulene Hawkins in the Division of Technical Training of the Bureau of Family Services (HEW) were also well placed to utilize the recommended federal funding for the advancement of social work education. These and other key insiders were able, for example, to interpret the regulations of Section 707 to promote the formation and strengthening of undergraduate programs in historically black colleges and universities. They also used the grants to support training opportunities for Native Americans and Hispanic Americans. Under the 707 provisions, newer graduate programs were helped to grow, and a good number of undergraduate programs were either initiated or expanded. The impact of federal funding was felt particularly in the south and the west.

Funding from the 707 program and other federal sources was especially helpful in the development of regional educational boards such as the Western Interstate Commission for Higher Education (WICHE) and the Southern Regional Education Board (SREB). Each organization encouraged the expansion of social work education in its region, through consultation to schools, faculty development workshops, and other projects. While both were active in the graduate and undergraduate arenas, SREB was particularly successful in its promotion of baccalaureate social work education.

In 1967, SREB received funding from HEW for a three year program designed to meet critical shortages of trained social workers by assisting colleges in the southern states to develop four-year training programs in social welfare. The project was directed by Harold McPheeters. It developed a cadre of social work consultants and helped to foster a growing identity among undergraduate social workers. Consultants, who were themselves undergraduate educators or program directors, conducted curriculum workshops and visited undergraduate programs to help them plan curricula. In this and other projects, SREB encouraged discussion of a generalist approach and of ways to teach this model. SREB contributed to the conceptualization of generalist practice through two important publications: Robert J. Teare and Harold L. McPheeters, ***Manpower Utilization in Social Welfare*** (1970) and ***McPheeters and Robert M. Ryan, A Core of Competence for Baccalaureate Social Welfare*** (1971).[15]

Through the consultation service and the focus on a generalist model, the board made a major contribution to the development of undergraduate social work. Millie Charles, then the director of the undergraduate social work program at Southern University in New Orleans, was a consultant to programs in Texas. According to Charles, SREB played a vital role in the advancement of baccalaureate education, at a time when CSWE was just beginning to pay attention to undergraduate expansion. [16]

The activities of WICHE and SREB in promoting social work education led to tensions with CSWE. The Council was sensitive to possible threats to its authority to set standards in social work education, and began to be concerned about the impact of WICHE and SREB activities on the growth of undergraduate training. CSWE had initially provided a staff person as a consultant to SREB and had participated in planning meetings with WICHE personnel. However, such attempts at consultative relationships between the regional organizations and CSWE began to falter when the Council saw these groups as attempting to shape the social work

curriculum. The Executive Director of CSWE wrote to one southern school's dean, "It is important to have the Council involved in any regional activity related to undergraduate social work. We don't want independent activity in the geographic area [of the south]." He told another "As you know ... I share your concern about the danger to the quality of social work education on the graduate and undergraduate level, as a result of growing efforts at expansion and increasing concern about an adequate quantity of personnel." The Council was probably particularly threatened by the fact that McPheeters was a strong proponent of human services education, which the Council regarded as undercutting education in social work.[17]

In addition to the efforts of SREB and WICHE, and the support offered by federal funding, state civil service boards helped boost the image of undergraduate social work. States provided the bulk of the new jobs in the expanding public social services. By the late 1960s, a number of state civil service boards were beginning to recognize BA graduates from social welfare programs and to set differentiated salaries for them. Finally, both existing undergraduate programs and educational institutions which sought to develop such programs were increasingly turning to the Council for advice. Soon requests came from employers as well. In 1969 a staff member noted:

> *Requests to CSWE for help come not only in far greater numbers but the nature of the requests is changing. The questions asked are more specific than before. The source of the requests has also shifted from individual colleges to groups of educational institutions and/or practice agencies.... There are increasing requests for CSWE participation in conferences, workshops, institutes, and other meetings.* [18]

CSWE Responds

By the late 1960's, CSWE could no longer afford to ignore the expansion of undergraduate education, the requests for help in its growth, and the expectations of government agencies, manpower experts, and civil service boards that such education would equip graduates for practice, particularly in the public service arena. The position that baccalaureate education should be pre-professional education aimed largely at preparing students for graduate school was no longer tenable. This placed the Council in a dilemma. Like the American Association of Schools of Social Work before it, the organization sought to maintain control over all facets of social work education. Yet because of external pressures for changes in baccalaureate education, and similar pressures from within the field, CSWE was forced to "buy into" the conception of undergraduate education as preparation for practice. Frequently ambivalent about this conception, the Council's leaders and graduate school members nevertheless moved within a relatively short period of time to a system of accreditation for undergraduate programs. In what was probably a combination of a genuine desire to improve social work education along with a determination to maintain dominance and set the standards for that education, the Council launched a campaign for "quality control" in baccalaureate training.

The Council pursued a number of strategies in its stress on upgrading undergraduate standards. Like AASSW, it offered a consultation service to developing programs, funded in part by HEW and NIMH. The consultants used documents such as ***Social Welfare Content in Undergraduate Education*** (1967), a revised version of an earlier curriculum guide. The revision added sections on practice courses and field work, areas which had previously been considered "off limits" to undergraduate programs. (As late as 1965, skills training for bachelor's level social workers was considered best offered in an in-service training program after employment). The revisions were developed by the Special Committee on Undergraduate Education, which continued the work of the Advisory Committee on Undergraduate Education, consulting with the Board of Directors on developing undergraduate programs and identifying curriculum objectives.[19]

The Council also sought to upgrade standards through several revisions of membership requirements

for undergraduate programs. The upgrading was described as necessary due to the "current uneven quality" of undergraduate education in social work. Basic membership criteria were first developed in 1962. They were tightened in 1967 and again in 1970. The 1967 guidelines made objectives for undergraduate programs more explicit and included one on preparing students "for employment in social welfare in positions not requiring graduate *professional* social work education" (emphasis added). The 1970 changes instituted a system of formal approval of baccalaureate programs and also declared preparation for practice to be the primary goal for such programs. This emphasis on education for practice marked a major shift in CSWE policy. It was in keeping with the deliberations of a 1967 NASW/CSWE Ad Hoc Committee on Social Work Manpower, which recommended that the "achievement of clarity and consensus on standards and guidelines for education and utilization of BA social workers and their status in the field be given high priority." [20]

A particularly important impetus to CSWE approval of baccalaureate programs was the decision of NASW members in 1969 to recognize the BSW as the first level of professional practice. Graduates from baccalaureate programs meeting CSWE standards could now become full members of the professional association. While some have argued that this move stemmed largely from NASW's need for increased revenues through a larger membership base, others point to the association's awareness of changing work force requirements.

The 1970 approval system was instituted as a first step in the development of a formal accreditation process for undergraduate programs. The CSWE established a Committee on Standards to formulate criteria for the evaluation of these programs and to implement the approval process. The committee was chaired by John Ball, an undergraduate social work educator who had served as a consultant in the SREB project. The Committee's work soon had major effects on baccalaureate involvement in CSWE. In 1969, some 300 undergraduate programs belonged to CSWE; by 1973, as a result of the approval process, the number of member undergraduate programs had declined to about 200. Through the Committee on Standards and other measures, CSWE was thus able to exert a good measure of control over the goals and structure of undergraduate education. Undergraduate educators had only limited influence over this standard-setting power. They were not well represented in the several advisory committees on undergraduate education, and although John Ball chaired the Committee on Standards, undergraduate members did not constitute a majority. One undergraduate committee member pictured this as a contentious committee, with a group representing graduate education determined to maintain control. Undergraduate representatives found themselves fighting for recognition of the principle that standards should be equitable for the two levels of social work education. [21]

As CSWE became more powerful in its gate-keeping role, undergraduate educators began to feel the need to organize to promote their own agenda. In doing so, they echoed the earlier concerns and fervor of the 1940s National Association of Schools of Social Administration. As with the formation of NASSA, renewed undergraduate education organizing began with a regional focus.

The Southern Association of Baccalaureate Social Workers

The Southern Association was the major forerunner of the Baccalaureate Program Directors organization. The group developed out of the activities of SREB, and thus represented yet another contribution of the Southern Board to the growth of undergraduate education in social work. As part of its program, SREB brought its undergraduate consultants together for several meetings a year. The formal meetings, and the informal sessions after them, provided a forum for comparing notes and concerns. Realizing that they would have to organize to have a voice in social work educational policy, a group of about 25 formed itself into the Southern Association of Baccalaureate Social Workers in fall of 1973. Millie Charles convened the first meeting; Betty Baer of West Virginia University and Trueheart Titzl of Spalding

College, Louisville, Kentucky were also among the active members.[22]

The group met several times a year to discuss undergraduate issues. Like NASSA, the southern association had a commitment to education for the public social services; as Charles notes, "That's where we saw the jobs; that's where we felt we could make a difference." Baer recalls the eagerness of other baccalaureate educators to join the association. One of the organization's major goals was to advocate for recognition of undergraduate education; members carried this out by "calling on people in Washington" and helping to elect nine of the fifteen baccalaureate directors in the CSWE Delegate Assembly.[23]

Although there appears to have been only one person from the NASSA years who had any connection with SREB and the Southern Association (Harold Wetzel of the University of Kentucky), Baer attempted to recapture the earlier heritage by going to the national office of CSWE to read the records relating to the 1940s group. Those records indicated a number of commonalities: a feeling of second-class citizenship, a need to counteract the power of the graduate school establishment, an enthusiasm for building undergraduate education, and a commitment to the public social services. The organization lasted only two years, but was able to translate those goals and concerns into action in a larger arena: the Association of Baccalaureate Program Directors.[24]

Notes

1. Minutes, Meeting of Directors of Undergraduate Social Work Programs, Council on Social Work Education, 3/14/74, Association of Baccalaureate Social Work Program Directors (BPD) Records; Memo, Betty Baer to Baccalaureate Program Directors, 2/3/75, Betty Baer Papers.

2. Leslie Leighninger, ***Social Work: Search for Identity*** (Westport, CT.: Greenwood Press, 1987), 125-27.

3. Leighninger, Social Work: ***Search for Identity***, 127-28.

4. Leighninger, Social Work: ***Search for Identity***, 129.

5. Leighninger, Social Work: ***Search for Identity***, 133-34.

6. Leighninger, Social Work: ***Search for Identity***, 134-38.

7. The Children's Bureau was a staunch defender of the MSW degree. Jane Hoey of the Bureau of Public Assistance recognized the usefulness of undergraduate courses and promoted in-service training, but affirmed graduate education as the appropriate level for professional training.

8. Ernest Hollis and Alice Taylor, both of whom were associated with the Federal Security Agency, the forerunner of the U.S. Department of Health, Education, and Welfare, recommended that undergraduate social work programs perform three functions: teaching about social welfare, preparing students for graduate professional education, and preparing "semi-professional and technical workers for such areas as the [social work] profession might eventually identify." Ernest V. Hollis and Alice L. Taylor, ***Social Work Education in the United States: The Report of a Study Made for the National Council on Social Work Education*** (New York: Columbia University Press, 1951), 395-397.

9. Leighninger, Social Work: ***Search for Identity***, 140-43.

10. Herbert Bisno, ***The Place of the Undergraduate Curriculum in Social Work Education***, Volume II, Werner W. Boehm, ed., A Project Report of the Curriculum Study (New York: Council on Social Work Education, 1959).

11. U.S. Task Force on Social Work Education and Manpower, ***Closing the Gap in Social Work Manpower*** (Washington, DC: U.S. Department of Health, Education, and Welfare, November, 1965), 80-81. Dorothy Bird Daly, of the Division of Technical Training, Bureau of Family Services, directed the project which produced the report.

12. Corinne H. Wolfe, "Changes in Professional Education for Improving Public Social Services," Presentation at the University of Kentucky, May, 1972.

13. Public Law 90-248, January 2, 1968, Title VII, Section 707, "Grants for Expansion and Development of Undergraduate and Graduate Programs."

14. Interview with Bradford Shaefor, Orlando, Florida, September 29, 1991.

15. Records and correspondence in file "Western Interstate Commission for Higher Education: WICHE Correspondence, 1967-1969;" and "Social Welfare Manpower Project," Box 36-12, file "SREB, I, 1967-1969," Council on Social Work Education (CSWE) Records, University of Minnesota, Minneapolis, MN. According to Robert J. Teare, McPheeters coined the word "generalist" to describe this model of social work practice (Personal communication to Leslie Leighninger, September 20, 1992).

16. Interview with Millie Charles, New Orleans, Louisiana, August 4, 1992.

17. Arnulf Pins to Charles Stewart, Dean of School of Social Work, University of Georgia, 7/10/67 and Pins to Walter Kindelsperger, Dean of School of Social Work, Tulane University, 7/10/67, CSWE Records; Interview with Millie Charles.

18. Minutes, CSWE Board Meeting, 11/2-3/67, Box II:2B, file "Board Meeting, 11/2-3/67," CSWE Records.

19. Memo, Ernest F. Witte, Chair, CSWE Advisory Committee on Undergraduate Education, to Board of Directors, CSWE, regarding Proposed Revision of ***Social Welfare Content in Undergraduate Education***, Box III:2B, file "Board Meeting, 1966" and Charge, Special Committee on Undergraduate Education, Box MD36, file "Undergraduate Charge," 1967, 1, CSWE Records. The curriculum guide used by CSWE had grown out of the Herbert Bisno volume of the 1959 curriculum study.

20. Minutes, CSWE Board Meeting, 4/16/70, provided by CSWE National Office, Alexandria, VA; Minutes, CSWE Board Meeting, 1967, Box III: 2B, file "Administration and Organization, Board Minutes, 1967;" and "A Brief Analysis of Alternative Approaches to Upgrading the Education and Status of B.A. Social Workers," Box MD36, file "Upgrading the BA, 69-71," CSWE Records.

21. "The Committee on Standards for Undergraduate Social Welfare Programs," Box MD36, file "Committee on Standards for Undergraduate Social Welfare Programs, 1969-71" and Minutes, CSWE Board of Directors, 6/6-8/73, Box III, file "Board of Directors Meeting, 6/6-8/73," CSWE Records; Interview with Millie Charles.

22. Interview with Betty Baer, Gulfport, Mississippi, October 10, 1991; Interview with Millie Charles. The bringing together of undergraduate educators by SREB helped lead to two other social work organizations, the Alabama/Mississippi Social Work Educators Conference and the Texas Association of Undergraduate Social Work Educators.

23. Interview with Millie Charles; Interview with Betty Baer.

24. Interview with Trueheart Titzl, Louisville, Kentucky, June 3, 1992; Interview with Betty Baer.

Chapter II

The Founding of the Baccalaureate Program Directors Association

Changes in social service staffing and funding encouraged the expansion of undergraduate social work education in the 1960's. Yet undergraduate educators often did not feel in charge of the enterprise. An educational association dominated by graduate interests attempted to maintain authority by regulating undergraduate training. The national professional organization had recognized baccalaureate social work as the entry level for professional practice, but the decision was a controversial one. Implementation moved slowly. Federal funding was a great boon to undergraduate education; however, advocacy was needed to ensure that one-half of the funds, as stipulated, were allocated to baccalaureate programs. Moreover, continuation of the 707 funding was threatened in the mid 1970s. These challenges, as well as the opportunities created in the 1960s, provided important incentives for undergraduate educators to organize.

The Context of Organization

The CSWE move toward accreditation aroused troublesome questions among those involved in undergraduate training. In 1973, the CSWE governing body, the House of Delegates, voted to begin accreditation of undergraduate programs by January, 1974. The application procedures would be similar to those for graduate schools of social work and included a self study report and a site visit. Accreditation requirements were fairly extensive. Programs had to show a broad curriculum covering four basic content areas and providing 300 clock hours of field work experience. They had to have adequate faculty resources, including faculty with MSW degrees in the positions of field and program director. The administrative auspices of the program should "assure and support [its] integrity."[1]

Undergraduate programs no doubt worried about whether they could meet the new standards. They seemed even more concerned, however, about the nature of the accreditation process. How would site visitors be chosen? Would they have the experience and training necessary to evaluate social work education on an undergraduate level? What influence would undergraduate educators have upon the creation and implementation of accreditation policies? Graduate school deans had recently organized an interest group, the Conference of Deans, through which they hoped to maintain their influence in CSWE. Perhaps it was time for undergraduate directors to do likewise.

Other areas for concern related to the role of baccalaureate practitioners within the National Association of Social Workers and the professional organization's assessment of undergraduate-level practice. Members of NASW had voted in 1969 to extend membership to those with a bachelor's degree. As noted in Chapter I, various motives have been suggested for this action, including the need to increase the group's financial base by adding new members and the belief that influence over the public social services would be enhanced by the addition of a number of workers from those services in the association. Whatever the reasons for inclusion, undergraduate practitioners and educators did not see the organization as particularly supportive of BSWs. During the first several years of BSW membership there was no baccalaureate representation on the NASW Board of Directors and very few undergraduates on association committees. NASW publications did little to acknowledge the presence of undergraduate practitioners in the field or their contributions to the profession.[2] Here again was an arena in which advocacy for baccalaureate education and practice seemed necessary.

Finally, while federal funding under Section 707 of the Social Security Act had provided an important impetus for the initiation and expansion of under-

graduate programs, the appropriation for Section 707 funding was due to expire in June of 1974. Extension of the appropriation was by no means guaranteed. In this second term of Richard Nixon's presidency, social workers were witnessing an increasing stress on accountability as well as cutbacks in social welfare programs. Undergraduate social work educators began to realize that a concerted voice was necessary to counter these changes.[3]

Creation of a National Organization

The need for a national body to advocate for undergraduate social work was articulated most clearly by the Southern Association of Baccalaureate Social Workers, which produced much of the leadership of the early BPD. Realizing the limits of a purely regional organization, members of the southern group began networking with other undergraduate educators to establish a national organization. The best forum for launching such an organization was the meeting of the Undergraduate Directors' Constituency Group during the annual conference of CSWE. The Constituency Group was a formal part of CSWE structure. Several such groups existed, including one for graduate deans and directors. Constituency groups met to discuss common issues and to plan action regarding these issues at meetings of the House of Delegates. All directors of undergraduate programs were eligible to attend the undergraduate constituency meetings.

Trueheart Titzl chaired the constituency group in 1974. The director of the undergraduate program at Spalding College in Louisville, Titzl was active in the southern social work association. At the constituency meeting during the March CSWE conference, she proposed the development of a permanent national organization of undergraduate program directors. She suggested formation of a steering committee to design and recommend a structure for such an organization. Work on this proposal would mean "a new and strengthened commitment to move together to represent the unique needs and strengths of undergraduate social work education." Titzl's plan met with strong support. Constituency group members authorized her to establish an ad hoc steering committee. Titzl then appointed six members to the committee: Betty Baer, Don Feldstein, Margaret Matson, Will Scott, Tom Neudecker, and Eleanor Hannon. Following nomination by Millie Charles, Betty Baer was elected chair. Baer was the coordinator of the undergraduate program at West Virginia University, had community organizing skills, and had long been an advocate of undergraduate education. The constituency group instructed the committee to complete its work within six months and to submit its recommendations to all program directors, including those from non-CSWE-approved programs, for a mail vote.[4]

Looking back on these events almost 20 years later, Baer commented "The southern association became BPD." Certainly, the importance of the roles played by Titzl, Charles, and Baer - all active in the southern group - was no coincidence. Two other southern educators served on the ad hoc steering committee: Scott from North Carolina A&T State University and Neudecker from Spalding College in Kentucky. Yet while the southern association was an important catalyst in the formation of a national organization, most program directors were ready for this step. The steering committee represented other regions besides the south; Matson, for example, came from Pennsylvania State University and Feldstein from Fairleigh Dickinson University in New Jersey.[5]

The steering committee went immediately to work, not only developing goals and structure for a new organization, but also becoming itself an advocacy group that responded to a number of issues important to undergraduate social work education. In the issues it chose, and the style in which it dealt with them, the steering committee anticipated the concerns and tactics of the early BPD. In fact, the committee often presented itself as representing the undergraduate director constituency, even though formalization of a national group was still in progress. Under Baer's leadership, the committee did more than devise by-laws and goals for a new organization. The group also sought ways to deal with the federal funding crisis, the perceived neglect of

BSWs by NASW, and the concern that CSWE review of undergraduate programs for purposes of accreditation be carried out fairly and effectively.[6]

Baer spoke of advocacy for federal funding of undergraduate education in one of her very first memos as Chair of the steering committee. The need to push for continued funding for Section 707 grants and to try to steer new monies for child welfare training (Section 426) toward undergraduate social work programs had already been discussed at the constituency meeting. Individual social workers had begun to lobby their legislators. It was clear to members of the committee, however, that more coordinated and sustained efforts were necessary to influence federal legislators and bureaucrats. The steering committee had a continuity and autonomy which made it a likely vehicle for such efforts. In the year of its existence, the committee kept undergraduate directors informed of events on the federal level, gathered feedback on the effects of public funds on undergraduate social work programs, and relayed that feedback to the two undergraduate representatives serving on a CSWE Committee on National Legislation and Administrative Policy. The committee also worked closely with Richard Verville, the CSWE's consultant on legislation and funding, to support the Council's lobbying efforts.[7]

In addition to its involvement in these political activities, the committee pursued an "aggressive articulation" of BSW concerns with NASW and CSWE. Undergraduate educators were not satisfied with NASW's progress toward promoting the BSW worker. In order to deal with the problem, the steering committee met with NASW officials to discuss such matters as lack of BSW representation on the NASW Board and other committees and the organization's failure to consistently identify the BSW as the entry level of professional practice. The steering committee presented itself as representing an independent group of baccalaureate directors, some 80 members strong, with concerns related not only to education, but also to the recognition and utilization of the BSW graduate by employers and the profession. Baer's opening statement to the NASW staff was open and direct:

> *Program directors are concerned about the lack of responsiveness and ... aggressive activities which would stimulate professional involvement [in the NASW] on the part of the BSW graduate. NASW is the professional association. Our purpose here is to express this general concern, as well as raise specific issues. We will be reporting the results of this meeting to our constituency.*

The following discussion was a cooperative one, in which the NASW representatives appeared receptive to undergraduate concerns. The group's members left feeling satisfied that the meeting had been productive.[8]

Relations with CSWE were more difficult and complex. The steering group was particularly interested in assuring that undergraduate directors would have a voice in accreditation policy and its implementation and that the Council would devote sufficient resources to the review process. The committee generally worked through the undergraduate directors serving on the CSWE Board, suggesting questions they should ask and supplying them with feedback from the constituency. Steering committee members also met with CSWE officials, as they did with NASW, to lobby for recognition of undergraduate concerns.[9]

Attempts to achieve influence in CSWE policies regarding undergraduate programs were hampered, however, by long-standing tensions between graduate and undergraduate-level educators. The CSWE inherited from AASSW a commitment to graduate education as the symbol of professionalism. Although a number of CSWE members and staff accepted and even welcomed the legitimation of undergraduate education and practice, many others regarded this move as an abandonment of professional standards.

Negative feelings often crystallized in the Conference of Deans, which some undergraduate members felt was formed in anticipation of potential shifts in power due to an expansion of the BSW presence in CSWE. The formalization of the deans' group outside the Council structure may have been a strategy for maintaining the deans' influence even if undergraduate educators were

to achieve greater parity within CSWE. The deans' group appeared to many baccalaureate directors to be an "old-boys' network," characterized by the poker games which followed deans' meetings. To maintain their authority, some of the deans openly fought greater equity for undergraduate programs. For example, a subcommittee of the conference recommended that the CSWE Commission on Accreditation include twelve graduate deans and only four undergraduate directors. This obvious inequity was overruled both by the Deans' Conference as a whole and by CSWE leadership, yet ambivalence and even hostility toward the undergraduate movement continued to characterize the thinking of many in the graduate school establishment. As a result, baccalaureate directors were often wary of the deans and concerned about their agenda regarding undergraduate education. Differences in opinion as to how to deal with the deans have periodically emerged from the early years of baccalaureate organization to the present day.[10]

While motivated by a strong desire to counter neglect and criticism of undergraduate education, steering committee members struck, on the whole, a firm but moderate tone. In their attempts to lobby for recognition and support of baccalaureate social work both within and outside the profession, they agreed that:

> *one of the broad aims of the [emerging undergraduate association] should be to keep open, to reach out, and to generally undertake activities which would focus on services to people, rather than on an exclusive focus on the more narrow, vested interests of social work education.*

When, for example, NASW officials spoke of a need to recruit undergraduate students as members, the steering committee countered that while student membership was important, their major concern was for the BSW graduate practicing as a professional social worker. Baer and other undergraduate educators were concerned that the new group not become like the deans, whom they perceived as fractious and often concerned with narrow self-interests. The steering committee sought to state its concerns clearly but to work cooperatively with other organizations in solving problems. In its stress on strong but reasonable advocacy efforts and on pursuing the mission of building competent practitioners, the steering committee established an important model for the new association to follow.[11]

In preparation for the organizing meeting at the next CSWE gathering in Chicago in 1975, the steering committee drafted by-laws and collected monetary contributions from prospective members of the new association (over a hundred contributed during the planning year). Baer sent regular memos to all undergraduate directors, reporting on activities of the steering committee, raising issues related to undergraduate education, and asking for feedback. While the directors appear to have been generally in accord regarding the group's external relationships, two internal concerns surfaced during the organizing period. Both related to the question of how inclusive membership should be. The first issue was whether non-accredited programs should be allowed to join as voting members, the second whether the association should include programs located in graduate schools of social work. There was a suspicion that these schools were under the control of graduate deans, and that their representatives might thus be compromised. (Baer was the only member of the steering committee from a joint program). Despite this concern, the final draft of the By-Laws gave full membership to directors of accredited programs, no matter what their institutional structure. The By-Laws thus limited voting membership to accredited programs, but gave associate membership status to directors of programs seeking accreditation and affiliate status to those from other social work programs.[12]

The hard work of the steering committee and other interested undergraduate educators culminated in the formal organization of the Association of Baccalaureate Program Directors at the CSWE meeting in Chicago in March, 1975. Several meetings of the undergraduate constituency group were held to discuss a variety of matters pertinent to undergraduate social work education, including the formation of a new association. In addition to these formal meetings, steering

committee members and other undergraduate educators conducted several strategy sessions on advocacy for undergraduate education, using the employees' kitchen of the Palmer House, the conference hotel. This locale was discovered by Millie Charles, when the group sought a late night meeting place and an employee suggested their kitchen as the one place in the hotel that was still open.[13]

Both informal networking and the formal meetings were a success. As Baer wrote to BPD members after the conference, "Those of you who were in Chicago know that it was a challenging time for us. For the first time, baccalaureate educators were a *presence* to be noted." That presence was enhanced by the fact that Trueheart Titzl served as Program Chair of that year's CSWE meeting, the first undergraduate director ever to be asked to do so. Over 100 people attended the undergraduate constituency session, where they discussed various recommendations coming before the House of Delegates. The next day, the directors met again and approved the organization of the Association of Baccalaureate Program Directors. In a third meeting, they voted to accept the By-Laws, with minor revisions (see Appendix I). A slate of officers, prepared ahead by a nominating committee, was approved for a mail vote. These officers would serve for one year.[14]

The structure established by the By-Laws was a democratic one; at yearly meetings the membership would approve programs and activities. During the year, the Chair would work closely with the Executive Committee to identify organizational priorities and to implement programs. The purpose of the new association, according to the By-Laws, was:

> *to provide a mechanism for baccalaureate program directors to address themselves to issues of concern to baccalaureate social work programs toward the overall goal of preparation for professional social work practice at the Bachelor's level.*

The group also committed itself to seeking "to maintain effective working relationships" with CSWE and other organizations and groups."[15]

The plan of addressing undergraduate issues and working with other groups was operationalized at the CSWE meeting even as BPD was being formed. In a continuation of the steering committee's approach, undergraduate directors discussed CSWE proposals to the House of Delegates with an eye to their effect on BSW education and practice. They presented their reactions and suggestions firmly at the delegates' meeting, yet endeavored to be supportive of the Council by approving a raise in CSWE dues. Individual members also lobbied graduate deans about particular issues. Overall, the group's strategy was to make its points but to show itself as a responsible member of the educational community. As the minutes of the undergraduate meetings noted regarding the decision to support the CSWE dues increase, "as we want equal voice, we must also be willing to assume equal responsibility."[16]

Two interrelated issues were of great interest to undergraduate educators: the recommendations of the CSWE Task Force on Structure and Quality in Social Work Education regarding an educational continuum and the idea of Advanced Standing for BSW graduates in MSW programs. The Task Force was formed two years earlier to examine the structural arrangements of social work education at all levels (AA, BA, MSW, and Ph.D/DSW) and the relationships among those levels. The group's recommendations, discussed at the 1975 meeting of CSWE, included the idea that the BSW, as the first professional degree, should present a required core content which would serve as the base for all further education in social work. The BSW, or its equivalent in core content, should be a prerequisite for graduate study, which would concentrate on specialized education for practice. This, then, constituted the now-familiar division between the undergraduate generalist and the MSW specialist, except for one wrinkle: the first advanced professional degree was to be the doctorate rather than the MSW. The latter recommendation was contested by a minority report, which spoke for maintaining the MSW. But even thus moderated, the report created a stir among graduate deans, some of whom contended that the committee had been stacked in

favor of undergraduate education. (In fact, although Herbert Bisno, the committee's chair, was a proponent of the BSW, undergraduate educators on the committee were a small minority).[17]

The new BPD voted at the CSWE meeting to support the idea that the BSW should offer a basic core of social work knowledge, with graduate programs providing specialized education built on that core. The association remained quiet on the issue of by-passing the MSW to create a practice doctorate. Graduate objections to the report's recommendations were so intense, however, that the CSWE Board recommended a delay in the vote until the following year. The Board presented its position to the House of Delegates; after deliberating as a group, the undergraduate association decided to abstain from voting on the Board's suggestion. Kay Dea, from the University of Utah, presented the BPD position to the House of Delegates: since the issue had become so divisive, undergraduate educators had elected not to vote. Fifty-seven delegates voted in favor of the delay, while 34 abstained. This was the first time that undergraduate directors had spoken with such a unified voice, and while they did not prevent the postponement of action on recommendations favorable to baccalaureate education, they had established themselves as a group to be contended with.[18]

In addition to formal actions in the House of Delegates, the new organization flexed its muscles in lobbying with individual deans. Such lobbying was a continuation of the activities of the southern social workers group and of the Ad Hoc Steering Committee. BPD members spoke with individual deans not only about the Task Force recommendations, but also about professional recognition of BSW social workers and the importance of Advanced Standing programs. The idea of a shortened MSW program for students completing an undergraduate social work degree had been discussed within the Council as early as the late 1960's, when the move toward approval of BSW programs was being planned. By 1975, a number of graduate schools were granting such status. Yet Advanced Standing was still criticized by many deans, and although lobbying by BPD members may have caused positive changes in attitude on the part of some, it served to strengthen resistance to undergraduate education on the part of others.[19]

Nevertheless, undergraduate directors left the CSWE meeting confident that BPD could make a difference in educational and practice policies. In the three month transitional period between the meeting and the installation of new officers, the steering committee guided the structuring and activities of the new group. In the founding meeting, participants had agreed to the By-Laws stipulation of $50 annual dues for full membership and lesser amounts for associates and affiliates. Although the amount represented a hardship, most members agreed with Will Scott that "If we're going to be there (in Washington representing undergraduate concerns with funding agencies ... or pushing the NASW ... or in N.Y...) then we must be willing to pay." By April, about 100 people, representing both accredited and unaccredited programs, had joined the new organization (see Appendix II for a listing of these charter members). Support for the idea of a national undergraduate organization, already indicated in letters to Baer before the Chicago meeting, was underscored by numerous notes of congratulation that now came to Baer and other committee members.[20]

With the approval of the membership, the committee continued its advocacy role, setting an "action" agenda for the new group which outlined familiar areas of involvement: "aggressive activity with the NASW," articulation of BSW concerns with CSWE constituent groups, and lobbying of legislators and federal agencies to support funding for social work education. Baer pursued a delicate balance in relations with CSWE. She kept in close touch with Executive Director Richard Lodge and used descriptions of the anti-Council sentiments of some of the BPD members to push for greater flexibility and responsiveness on the part of CSWE. By picturing herself and other committee members as promoting positive relations with the Council, Baer won an important measure of support from CSWE staff.[21]

In April, BPD members voted for officers from a double slate established by the nominating committee. Trueheart Titzl and Brad Sheafor (Colorado State Uni-

versity) ran for Chairperson; Titzl was elected. La Moyne Matthews (Morgan State University, Baltimore) was chosen Vice Chairperson and Baer the Secretary-Treasurer. Members at large were Millie Charles, Don Feldstein, Margaret Matson, Carrie McCray (Talledaga College, Alabama), Will Scott (North Carolina A & T), and John Ball (East Carolina University). Several people, including Baer, were concerned about the southern slant to this first group of officers and recommended greater diversity in the next slate. The three-member Nominating Committee, however, had a broader geographic representation.[22]

The new organization had developed from a dedicated core of undergraduate program directors, but it also had broad backing within the undergraduate constituency. The charter members of the new group had many goals in common: the improvement of relationships between undergraduate educators and both CSWE and NASW, including a greater voice in policy-making in each organization; increased recognition of the BSW practitioner's contribution to the profession; the enhancement of training for the public social services; and the expansion, or at least maintenance, of federal funding for undergraduate social work education. All of these goals would be pursued as BPD developed into a significant voice for undergraduate social work.

Notes

1. Council on Social Work Education, "Standards for the Accreditation of Baccalaureate Degree Programs in Social Work." (CSWE, 1974).

2. "Summary of Meeting with NASW, 1/30/75," Betty Baer Papers.

3. Memo, Richard Verville (Counsel, CSWE) to Undergraduate Program Directors, 5/27/74, Trueheart Titzl Papers; John Hanks to Betty Baer, ca May, 1974, Baer Papers; Interview with Trueheart Titzl, Louisville, Kentucky, June 3, 1992.

4. Minutes, Meeting of the Directors of Undergraduate Social Work Programs, CSWE Annual Program Meeting (APM), 3/14/74, Baccalaureate Program Directors Records.

5. Betty Baer, "Celebrating Two Decades of Social Work Education," Twentieth Annual Meeting of the Alabama/Mississippi Social Work Education Conference, Gulf Park, Mississippi, October 10, 1991; Association of Baccalaureate Social Work Program Directors - Membership List, 4/18/75, Trueheart Titzl Papers; Interview with Sarah Bell Allen, Tuscaloosa, Alabama, February 24, 1992.

6. Memos, Betty Baer and Ad Hoc Steering Committee to All Program Directors of Undergraduate Social Work Programs, 4/16/74, 6/7/74, and 9/20/74, BPD Records.

7. Minutes, Meeting of the Directors of Undergraduate Social Work Programs, CSWE APM, 3/14/74 and John Ball to Congressman Walter B. Jones, 4/16/74, Baer Papers; Memos, Betty Baer and Steering Committee to Undergraduate Program Directors, 4/16/74 and 5/30/74, BPD Records.

8. Baer to Chauncy Alexander, Executive Director, NASW, 1/14/75 and Summary of Meeting with NASW, 1/30/75, Baer Papers.

9. Memo, Baer to Undergraduate Directors, 1/1/75; Baer to Richard Lodge, Executive Director, CSWE, 9/24/74; and Margaret Matson to Baer, 10/21/74 and 12/5/74, Baer Papers.

10. Phyllis Rochelle to Baer, 5/24/74, Baer Papers; Meeting of the Directors of Undergraduate Social Work Programs, 3/13/74, BPD Records; Interview with Sarah Bell Allen; Interview with Trueheart Titzl.

11. Minutes, Steering Committee of Undergraduate Program Directors' Association, 5/18/74; Phyllis Rochelle to Baer, 5/24/74; Dawn Brett to Baer, 6/1/74 (Brett refers to the "tantrums of the Deans"); and Baer to Rochelle, 6/14/74, Baer Papers.

12. John Ball to Baer, 5/17/74; Brett to Baer, 6/1/74; and Memos, Baer to Undergraduate Directors, 6/7/74 and 1/1/75, Baer Papers. Interestingly, Baer felt that the first draft of the By-Laws imitated the

Conference of Deans, presumably because it appeared to cast the BPD as a narrow interest group. (Baer to Rochelle, 6/14/74, Baer Papers; Draft By-Laws, 5/18/74 and 3/75, BPD Records). The questions about membership are reminiscent of similar debates within the American Association of Schools of Social Work and the American Association of Social Workers, in which social work leaders used membership requirements to try to define the boundaries of a profession.

13. Interview with Millie Charles, New Orleans, Louisiana, August 4, 1992.

14. Proposed Agendas, Baccalaureate Social Work Program Directors Meetings, 2/3/75; Memo, Baer and Steering Committee Members to All Baccalaureate Program Directors, 3/17/75; and By-Laws, Association of Baccalaureate Program Directors, 3/75, BPD Records.

15. By-Laws, Association of Baccalaureate Program Directors, 3/75, BPD Records.

16. Interview with Millie Charles; Interview with Betty Baer, Gulfport, Mississippi, October 10, 1991; Memo, Baer to All Baccalaureate Social Work Program Directors, 3/17/75, BPD Records.

17. Lillian Ripple, ***Report to the Task Force on Structure and Quality in Social Work Education*** (CSWE, August, 1974); Report of First Meeting of Baccalaureate Directors, Chicago, 3/1/75, BPD Records; Report of the Task Force on Structure and Quality in Social Work Education, 12/74, CSWE Records. Undergraduate program director members of the committee included Don Feldstein, a member of the Ad Hoc Steering Committee, Phyllis Rochelle of San Francisco State and a frequent correspondent of Baer's, and LeMoyne Matthews, who would become BPD's first Vice Chair.

18. Memo, Baer to All Baccalaureate Social Work Program Directors, 3/17/75, BPD Records. BPD members in the House of Delegates also voted for a CSWE By-Laws amendment which would have recognized a women's constituency within the Council. The amendment was defeated, but BPD's vote was a part of its interest, from the beginning, in issues related to women, minorities of color, and other minorities.

19. Interviews with Millie Charles and Trueheart Titzl; Telephone Interview with Kay Dea, August 27, 1992.

20. Memo, Baer to All Baccalaureate Social Work Program Directors, 3/17/75, BPD Records.

21. Memo, Baer to All Baccalaureate Social Work Program Directors, 3/17/75 and Memo, Baer to The Association of Baccalaureate Program Directors Membership, 5/2/75, BPD Records; Baer to Lodge, 4/2/75, Baer Papers. Lodge seemed receptive to Baer's points and had earlier complemented her on the group's success in organizing. (Lodge to Baer, 6/18/74, Baer Papers).

22. Trueheart Titzl, "Association of Baccalaureate Social Work Program Directors" ca Summer, 1975, Titzl Papers; Memo, Baer to Members of the Association of Baccalaureate Program Directors, 5/28/75, Baer Papers.

Chapter III.

BPD: The Early Years

The new officers of the Association of Baccalaureate Program Directors began their work in July, 1975. The transition from steering committee to permanent organization was helped by the fact that many of the same people were in leadership positions. In the two years of Trueheart Titzl's presidency (she was re-elected for a second term in 1976), BPD pursued an agenda quite similar to that of the ad hoc group. Officers and members advocated for recognition of undergraduate education and practice in CSWE, NASW, and the Conference of Deans. They continued to lobby for federal funding of social work education. One new feature was the development of workshops (administrative and curricular) for undergraduate educators. In these activities, the new officers followed an approach like that of the steering committee before them; they sought to work cooperatively with other groups, but took every opportunity to press for the advancement of the undergraduate cause.

The new organization maintained close contact with the CSWE leadership and supported the Council's goals where possible. The Executive Committee invited the Council's Executive Director, Richard Lodge, to board meetings to describe CSWE activities and to discuss joint concerns. The committee supported another CSWE dues increase in 1976. It responded cautiously but affirmatively to CSWE President James Dumpson's request to discuss the feasibility of merging the deans and undergraduate constituency groups into one body within the Council (a proposal which was never carried out, but which prompted more direct interaction between the Deans' Conference and BPD). The undergraduate group also maintained its support for the social work educational continuum recommended by the Task Force on Structure and Quality. The group agreed with the Task Force's stress on improving the quality of social work education, even though raising standards "could pose serious difficulties" for some undergraduate programs. In its embracing of higher standards, BPD placed itself within the mainstream tradition of social work educational leadership, which beginning in the days of AASSW had linked "high standards" with recognition of professional status.[1]

Although the official records suggest a fairly cooperative relationship between BPD and CSWE, Titzl recalls that tensions continued to exist. One area in which these strains were evident was that of appointment of undergraduate directors to various CSWE positions and committees. BPD lobbied to redress the long-standing imbalance between graduate and undergraduate representation within the Council's policy-making bodies, and the Council responded with a number of appointments. For example, Kay Dea and Brad Sheafor were among three undergraduate educators who served on the Commission on Educational Planning. Since the full membership of Commission was nineteen, however, here as on other committees undergraduate directors were clearly in the minority. Interestingly, as the undergraduate directors began to organize, CSWE appointed key leaders of the movement to various positions within the Council. Titzl was chosen in 1974 to head the planning committee for the 1975 CSWE Annual Program Meeting, for example, and also served on the Task Force on Social Work Practice and Education. Baer was appointed to the Commission on Accreditation in 1974. While such appointments could signify the success of BPD lobbying efforts, they could also be seen as attempts to co-opt the leadership of a potentially threatening group.[2]

Although CSWE had been offering consultation services and some workshops to undergraduate educators since the late 1960s, the undergraduate association felt that the Council was not doing enough to provide information on accreditation and curriculum to under-

graduate programs. BPD thus began to develop regional workshops on these topics. In 1976, the organization sponsored two workshops on accreditation and four curriculum workshops for faculty. In planning the accreditation sessions, the Executive Committee agreed that "these workshops are to be viewed as demonstrations only on the part of BPD – [since] such activity should be part of the CSWE function and responsibility." The Council did co-sponsor one session with BPD that year, at Fort Collins, Colorado. This workshop covered accreditation, curriculum, and administration of undergraduate programs.[3]

Although the CSWE/BPD relationship had its tensions, the two groups were able to work cooperatively and to reach a common ground in at least some areas. The real conflicts within social work education were not so much between the Council and BPD as they were between undergraduate directors and the deans. Many deans remained critical of the move to include baccalaureate education as part of professional training and were particularly threatened by the notion of Advanced Standing. Some deans may have seen themselves in a fight for survival, with the possibility of many students needing only one year of graduate education and the potential replacement of the MSW with a practice doctorate. They tended to deal with these problems through their influence on the CSWE Board. Although there was individual interchange between members of the two groups, and an invitation to undergraduate directors to attend the deans' cocktail party at the 1974 CSWE meetings (see Figure 1), the deans did not interact directly with BPD. Dumpson's suggestion of merging the deans and undergraduates in one constituency in CSWE seems to have been one impetus for such interaction. Yet a proposed meeting between the executive boards of BPD and the Conference of Deans was postponed several times over a year and a half period, generally at the request of the deans. (The meeting was finally held at the 1977 CSWE program meeting). For their part, BPD leaders were often critical of the deans and wary of their agenda, although several Executive Committee members, including Titzl, reported positive relationships with individual graduate administrators.[4]

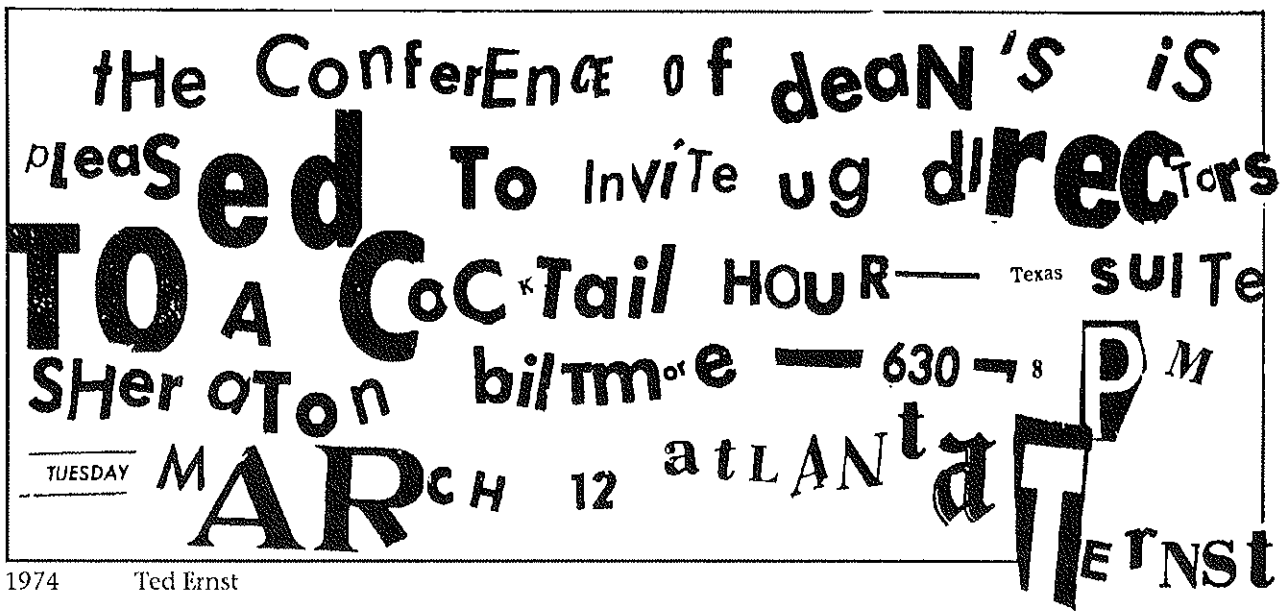

Figure 1: Invitation to the Deans' Cocktail Party

Interactions with NASW were much more cordial. These were helped in part by the election of Maryann Mahaffey to the presidency of the professional organization. Mahaffey held a positive view of undergraduate social work education and practice, and responded with enthusiasm to Titzl's requests for support. Under Mahaffey's leadership a proposal for an NASW Task Force on Baccalaureate Social Work was finally implemented. Mahaffey appointed baccalaureate representatives to the Task Force and to all NASW committees and was responsible for the inclusion of the first BSW practitioner on the NASW Board of Directors.[5]

BPD was also relatively successful in its attempts to promote continued federal funding for undergraduate social work training. Following the approach of the Ad Hoc Steering Committee, Executive Committee members and others met periodically with representatives of the federal funding agencies. These representatives were also invited to speak at BPD membership meetings. Although advocacy for federal funding favorable to the BSW brought mixed outcomes, Titzl reported positive results for an "all-out effort" by BPD to bring about changes in proposed Title XX regulations which would have been adverse to baccalaureate education. Another positive development was the funding of a large scale undergraduate social work curriculum and practice project by the Social and Rehabilitation Service of the Department of Health, Education, and Welfare in 1975. The project was the first baccalaureate curriculum study to take place since the recognition of the BSW as a professional degree. Betty Baer was chosen to head the project and funds were awarded to the School of Social Work at West Virginia University. For her project associate, Baer selected Ron Federico, a well-respected baccalaureate program director who was active in BPD. The fact that CSWE's involvement in the study was limited to a consultative role is interesting and suggests a lack of full commitment to undergraduate education on the Council's part. While the project was also independent of BPD, the involvement of Baer and Federico, as well as the presence of other BPD leaders on its advisory committee, assured a close relationship with the undergraduate association.[6]

The first two years of BPD were marked by a variety of activities on various fronts aimed at increasing the strength of undergraduate education and its recognition within the profession and beyond. By 1977, Titzl was able to report that relationships with the deans were improving. As BPD continued its advocacy role, the organization also attended to internal development. Through yearly membership meetings and periodic communications by mail, the group sought to promote a sense of identity among undergraduate directors as well as a recognition of common issues and development of strategies to deal with these issues. Attempts were made to broaden the membership of the Executive Committee, although the elections of 1976 brought in only two new representatives from outside of the south; both of these were from schools in the far west. In contrast to the often financially-troubled CSWE, the association had balanced budgets in both years.[7]

In July of 1977, the leadership of the organization passed from Titzl to Kay Dea, the director of the undergraduate program at the University of Utah. Although Dea had been active in the founding of BPD, he, Constance Williams, (Vice Chair), and George Metry (Secretary/Treasurer) constituted an entirely new set of officers. The fact that neither Dea nor the others had served on the Executive Committee may have made the transition even more difficult. In addition, the group did not receive full records from the previous officers, a situation which would repeat itself in subsequent years, and which reflected the fact that as a voluntary organization, BPD lacked the staff to carry out formal record-keeping functions. Finally, Williams and Metry, as well as a new Member at Large, came from programs located in the northeast, and Dea was in the far west. While this represented a healthy broadening of the leadership, it meant a shift away from a largely southern group that had worked together within BPD and in some cases in preceding organizations.[8]

Although Executive Committee members communicated by mail and by conference calls in the fall, the new group did not meet until December, 1977. At this first gathering, members talked about familiar issues and activities. The group planned to be active in

CSWE discussions of proposed changes in structure and began work on a series of regional curriculum workshops. Metry, chair of the NASW task force on the BSW, reported on advocacy for BSW representation on the Board of NASW and commented on the number of undergraduate educators present at the NASW Delegate Assembly. The Executive Committee discussed the need for BPD involvement in NASW's development of a BSW licensing exam. The group also set in motion possible changes in the By-Laws which would provide more continuity by extending terms of office to two years.[9]

As the year progressed, Dea added several specific emphases to the BPD program. Along with Williams, he made a concerted effort to reach out to the deans so that the two groups could work together more cooperatively. In formal and informal meetings, deans and undergraduate directors found some common interests, including the need to develop linkages between the two levels of social work education, to improve accreditation, and to strengthen leadership in CSWE. The Executive Committee also initiated the practice of honoring pioneers in undergraduate education. At the 1978 CSWE meetings, for example, BPD held a special dinner in honor of twenty-seven baccalaureate educators who were about to retire. Graduate deans and directors were invited to the event (see Figure 2). In addition, Dea and the Executive Committee set up the first regional meetings where members could meet with BPD officers to discuss their concerns regarding undergraduate education.[10]

While most of these activities were welcomed within BPD, Dea and Williams were strongly criticized by a number of baccalaureate educators for their attempts to work more closely with the deans. Dea recalls much anger about this at the 1978 CSWE meeting, and "cries about betraying the organization." Perhaps part of the suspicion was due to Dea's earlier identification with graduate education, which had been seen by BPD's original organizers as a useful attribute. At any rate, the protests attested to a continuing lack of consensus among undergraduate educators as to whether the deans constituted an enemy or a potential collaborator in efforts to improve social work education. Generally, the BPD leadership had tried to steer clear of petty infighting with the Deans' Conference, and instead had lobbied with individual deans regarding undergraduate concerns. Dea saw himself as

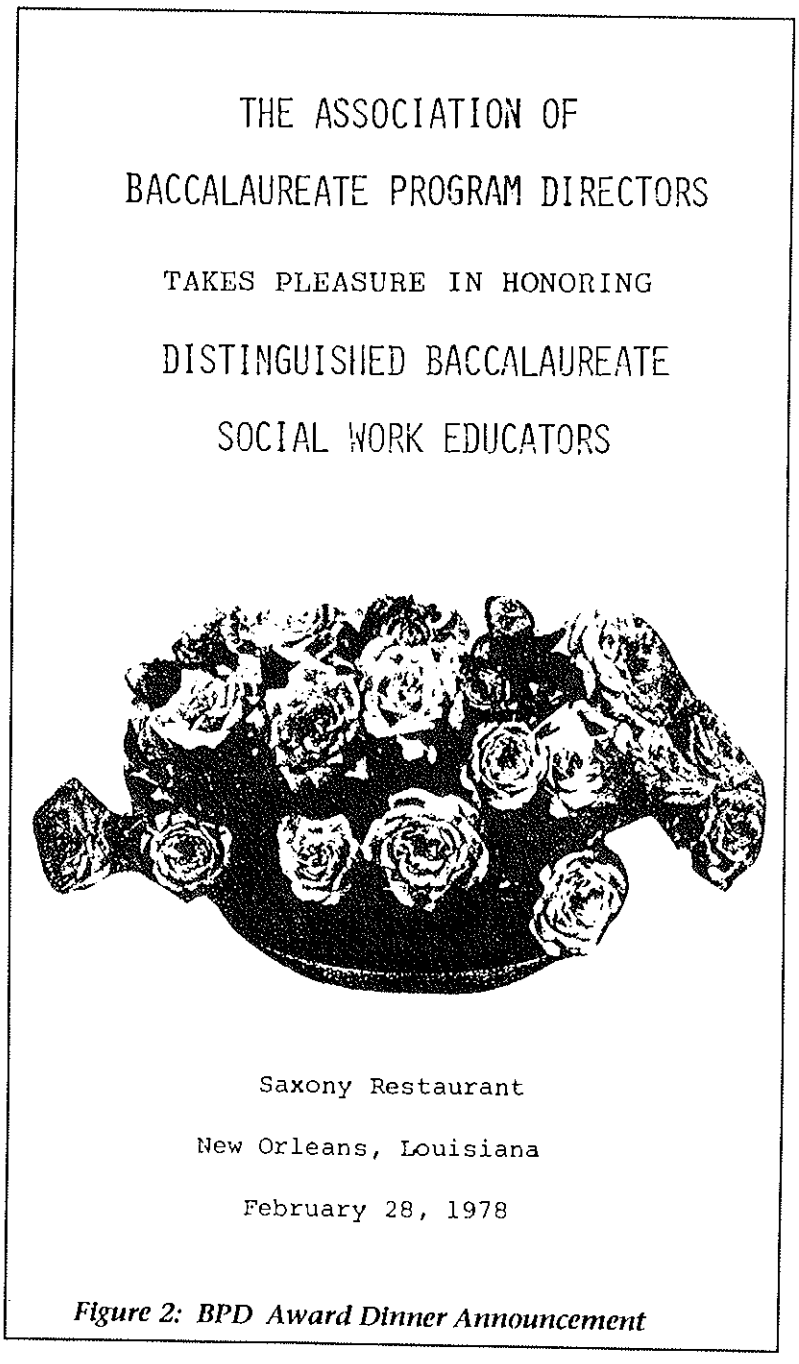

Figure 2: BPD Award Dinner Announcement

using his contacts to extend these efforts.[11]

While the next BPD Chairperson, Mary Ellen Elwell, expanded on several of Dea's initiatives, the 1978 position statements by incumbent candidate Dea and challenger Elwell indicate some of their differences in approach. Elwell chaired the social work program at Western Maryland College; her BPD activities included representing the group on one of CSWE's restructuring committees. In her position statement, Elwell stressed "continuing and strengthening BPD's political thrust." This meant a concerted effort to enlarge the organization and to increase the numbers of undergraduate directors who belonged to CSWE. Only then could BPD have a potent voice within the Council. Elwell also called for restructuring BPD to make it a more inclusive organization, including BSW students, faculty, and interested practitioners. In contrast, Dea spoke for "transforming the association from a politically oriented [one] in which officers respond to issues as they arise to one in which all members are involved in developing and protecting the interests of baccalaureate education." He also suggested involving more people in committee work, developing service programs for members, and producing a more formal newsletter.[12] Although both candidates recognized an interdependence between internal and external relations, Elwell's platform suggested a more activist stance, while Dea's stressed more attention to organizational functioning. In fact, under Elwell's leadership both sets of goals were pursued.

Elwell came into office with Millie Charles as the new Vice Chairperson and George Metry remaining as Secretary/Treasurer. Together with other members of the Executive Committee, they launched a variety of activities. The first priority was development of an organized membership drive, based on dividing the country into regions and appointing a membership liaison person for each area. Membership increased from 107 full members in 1978-79 to 116 in 1979-80, out of some 260 accredited undergraduate programs. The group also brought Dea's suggestion of a more formal newsletter to fruition by putting out the first issue of the BPD Update, complete with illustrations (see Figure 3). Ron Federico was chosen editor of the new publication, which was to appear every two months. In addition, the group established a committee to plan curriculum workshops; Elwell appointed Louise Johnson of the University of South Dakota as its chair. Finally, the Executive Committee continued Dea's effort to honor baccalaureate educators by deciding to alternate the banquet for retirees with a special program every other year to recognize a particular contributor to undergraduate education. The first such person honored was Betty Baer, "the founding mother" of undergraduate education. Baer was treated to a gala "This is Your Life, Betty Baer" at the 1979 APM.[13]

The political thrust of BPD was evident in lobbying for involvement in CSWE's search for a new Executive Director in 1978. Elwell's letter to the Search Committee suggested a new sense of strength and legitimacy; Elwell stated BPD's expectation that the new director would be committed to the full continuum of social work training and would have had first hand experience with undergraduate education. CSWE seemed receptive to BPD's position on such matters, although continued vigilance was necessary to guard against such threats as the Council's brief contemplation of a ceiling on the number of baccalaureate programs which could be accredited. At the same time, however, BPD maintained its policy of support for the Council. When a small group of deans attempted to have CSWE's powers of accreditation suspended, BPD wrote a strong letter on behalf of the organization to the national Council on Postsecondary Education, the body which accredited CSWE. BPD's advocacy efforts were also evident in its relations with NASW. When several state chapters proposed licensing laws that would protect MSWs but not baccalaureate practitioners, BPD members successfully lobbied the NASW Board to have such proposals tabled.[14]

In 1979 the BPD By-Laws were revised to extend officers' terms to two years. Elwell was re-elected Chair and Steve Aigner of Iowa State University came in as Secretary-Treasurer. At the same time, Elwell joined the CSWE Board of Directors; from this vantage point she helped increase BPD's involvement in the accreditation process. A highlight of the 1979-81 term was the un-

B.P.D. UPDATE

OCTOBER 1978 (Vol. 1, No. 1)

OPENING SPACE

This is the first issue of a new BPD Newsletter, tentatively scheduled to come out quarterly in order to keep the membership of BPD abreast of the developments in baccalaureate social work education. As editor, I would like to begin with a request for each of you. This newsletter will only be as good as its content, and I rely on you for much of that. Please share whatever information you have that would be useful or interesting to your baccalaureate social work colleagues—grant information, program developments, faculty changes, and so forth. I would also appreciate your responses to the newsletter itself—format, style, clarity, and content. Let me know how it can best serve you so that I can make any necessary changes. Please feel free to write or call at any time: Ron Federico, 411 French Hall, School of Social Work, University of Cincinnati, Cincinnati, Ohio 45221; 513-475-4615. Thank you!

THIS ISSUE IS SPECIAL

Aside from being vol. 1, no. 1 in this format, this issue is being sent to every accredited baccalaureate program as well as other persons whom we feel might be interested. The purpose, of course, is to whet your appetite! But only those holding current membership in BPD will receive issues starting with vol. 1, no. 2 — SO PAY YOUR DUES NOW! BPD is too important not to have your support and the dues period for 1978-79 began July 1. Dues are as follows: $50 for accredited programs (Full Members); $25 for programs actively seeking accreditation (Associate Members); and $10 for other interested persons and programs (Affiliate Members). Make your check out to the Association of Baccalaureate Program Directors and send it **now** to BPD's Treasurer, George Metry, Department of Social Work, Kean College of New Jersey, Union, NJ 07083.

KNOW AND USE YOUR OFFICERS

The people that you elect as your representatives to BPD can do their jobs most effectively if you communicate with them about your interests and concerns. Below is a listing of those elected to serve during 1978-79, hoping that you will be in touch with one or more of them as necessary to inform them of how BPD can best meet your needs.

President	**Mary Ellen Elwell**, Social Work Program, Western Maryland College, Westminster, Md. 21157; 301/848-7000.
Vice President	**Millie Charles**, Department of Social Welfare, Southern University, New Orleans, La. 70126; 504/282-4401, Extension 380.
Secretary/ Treasurer	**George Metry** (address above)
Members-At-Large	**John Bauer**, Montana State University. **Louise Johnson**, University of South Dakota. **Paul Pelletier**, Kansas State University at Manhattan. **Emma Quartaro**, Seton Hall University. **Virginia Stephens**, University of North Carolina at Greensboro. **Trueheart Titzl**, Spaulding College.
Nominating Committee	**Paul Schwartz**, Chairman, Memphis State University. **Ronald Federico**, University of Cincinnati. **Barbara Larsen**, University of Nevada at Reno.

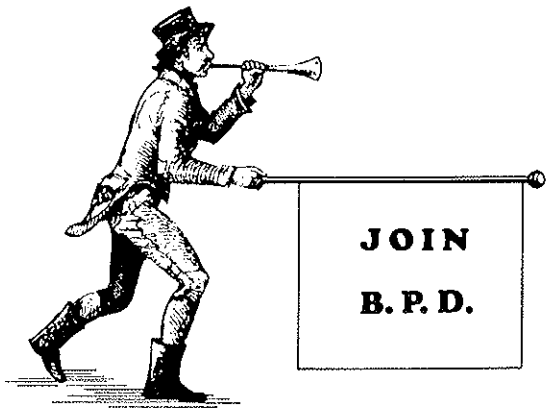

Figure 3: First Issue of BPD Update

dergraduate group's sponsorship of a workshop on competency-based education, which was held near Estes Park, Colorado, in the fall of 1979. Bradford Shaefor of Colorado State University and Ann McLean of the University of Wisconsin/Oshkosh served as the conference planners. The meeting brought together an impressive array of experts to talk with undergraduate directors about the relevance of a competency-based approach to baccalaureate social work training. This stress on educational innovation marked one of the differences between BPD and the organized leadership of the graduate programs, which seemed less inclined to focus on new curricular developments.[15]

The conference also highlighted another important feature of the undergraduate organization: the sense of fun and informality which accompanied many of its activities. Elwell recalls BPD members sitting around one night of the conference telling funny stories about accreditation. At this and other BPD gatherings, attendees serenaded each other with songs written especially for the occasion. The group worked hard, Elwell notes, but "we had the best time."[16]

The leadership of BPD by Ann McLean from 1981 to 1983 brought to an end this first phase of the undergraduate group's development. The early 1980s also marked a transition for the organization as it moved from a somewhat small but active group, with a rather centralized leadership, to a larger body with broader input. Evolution toward a broader leadership began in part because of the burgeoning numbers of undergraduate programs. As a way to reach out to potential members and to develop new leaders, the Executive Committee began to talk about designing and implementing a survey of members' skills and interests. The development of an annual conference was still to come, although the BPD-sponsored workshop at Estes Park in 1979 had established an important precedent. This conference represented a significant effort in bringing baccalaureate program directors together to discuss curriculum planning and to review major developments in undergraduate education. While BPD's budget was not munificent, the amount was sufficient to send Executive Committee members to three meetings a year. As McLean notes, "We had enough to do what needed to be done."[17]

Nonetheless, the undergraduate directors' association still faced a number of challenges. Advocacy for undergraduate recognition within CSWE had brought a certain degree of success, yet serious inequities continued to exist. As McLean noted to members in the December, 1982 ***BPD Update***, "very few baccalaureate appointments [have been made] to CSWE Commissions and Committees for the period 1982-1985." Although BPD had been promoting such appointments for seven years, undergraduate educators still constituted only one-third of the membership of the Commission on Accreditation and one-quarter of the Commission on Educational Planning. The situation was even worse in other areas; less than 15% of the members of the National Legislation and Policy Committee and the Commission on the Role and Status of Women were baccalaureate representatives, and the Commission on Minority Concerns had none at all. It also appeared that the increase in undergraduate programs and BPD's advocacy for baccalaureate social work was beginning to pose a more serious threat in the eyes of some graduate deans. One such dean, the head of the School of Social Work at Hunter College, infuriated the undergraduate community at the 1982 CSWE Annual Program Meeting by suggesting that in a time of limited resources, social work should concentrate solely on graduate education. Finally, a 1981 decision by the Council to respond to financial difficulty by increasing accreditation fees and by recommending increases in dues to the House of Delegates posed a serious hardship for smaller BSW programs. [18]

The years 1981 to 1983 were fairly turbulent ones for BPD. In particular, responding to CSWE's plan to increase dues and fees and attempts to overcome the inflexibility of the Council over this issue took up much organizational energy. Small undergraduate programs pointed out that the increases were much harder for them to absorb than the larger programs. Betty Baer, Suzanne Trenkle of Nazareth College in Michigan, and several other small program directors led a protest against the CSWE proposals. They received support

from the broader undergraduate directors constituency and the BPD Executive Committee. Their first move was a collection of data on the financial impact of increased dues and fees for individual programs. The results were circulated among undergraduate directors. Using this information, BPD made a counter proposal on dues increases to the CSWE Board, which had the responsibility of recommending changes of dues to the House of Delegates. The Board agreed only to a minimal lowering of dues for small programs.[19]

Tensions around the dues and fees issue escalated during and after the 1981 and 1982 Annual Program Meetings. At the 1981 APM, the small program group drafted a petition protesting the proposed increases in accreditation fees. This was signed by 260 baccalaureate educators and presented to Dorothy Bird Daly, the President of CSWE. Although Daly was asked to discuss the petition at the Board of Directors meeting the next day, she reportedly "forgot" to bring it to the meeting. The only concession made by the Board was to allow schools to spread the higher fee out over several years if necessary.[20]

At the 1982 APM, the House of Delegates voted to accept the dues structure recommended by the Board of Directors. The small program leadership, angry and dismayed, continued its protest. In addition, the BPD Executive Committee raised the dues issue, along with the problem of inequity on CSWE Commissions, at a meeting with CSWE Executive Director Art Katz and President Richard English. While indicating an awareness of the importance of these issues, the two executives spent much time justifying their positions.[21]

The protest expanded beyond the confines of the social work education establishment when a group of academic deans and social work directors representing small, private liberal arts colleges appeared before the Executive Committee of the CSWE Board to make their case for fair treatment of the smaller undergraduate social work programs. As in the undergraduate-graduate conflicts of the 1940s, the accrediting body seemed threatened by criticism from outside sources. Both Katz and English vigorously defended the Board's decision; English is reported to have later told the full Board of Directors that the contingent of Academic Deans and Program Directors "violated group norms" by requesting a meeting with the Executive Committee. Relations between the CSWE and BPD leadership were further strained.[22]

Vowing to continue the fight, the small program group promoted a delay in dues payments by its constituency. Yet by now, the conflict was taking its toll. A number of small programs felt vulnerable in their relations with the Council; withholding dues seemed a dangerous step. Given the Council's continued intransigence on the issue, support within the broader contingent of undergraduate directors had begun to wane. At the 1983 Constituency Meeting of Baccalaureate Program Directors, a vote was taken not to pursue the matter of the dues increase any further. In addition, due in part to some internal dissension over goals and tactics, in part to a judgement that CSWE would not change its position, the BPD Executive Committee turned its attention to other matters. As incoming BPD President Steve Aigner noted in the July, 1983 ***BPD Update***, BPD was now "deferring to the leadership of Betty Baer and Bonnie Raab, whose work on behalf of the dues issue is single pointed." He added: "BPD represents the complete community of baccalaureate social work education and our attention needs to focus on [other] issues...."[23]

While the dues and fees crisis and other problems with CSWE consumed a good deal of energy within BPD and the larger undergraduate constituency, these events helped undergraduate educators to articulate their concerns more forcefully. As McLean summed up upon leaving the Presidency, "baccalaureate educators began to speak up as individuals." The increase in number and variety of programs meant that BPD was challenged to attend to a number of different interests within undergraduate social work. While it lost some internal unity in doing so, the group was ultimately broadened and strengthened. [24]

Moreover, despite difficulties in relationships with CSWE, McLean was successful in persuading the Council to offer an orientation for new baccalaureate directors in 1983. Such an orientation had traditionally been

offered to graduate deans, but never before to undergraduate program administrators. The result was the famous "meeting at the convent," fondly remembered by many BPD members as an important step in increasing organizational unity and sense of purpose. While initiated by BPD and planned by Bradford Shaefor and Trueheart Titzl, the orientation was officially sponsored by CSWE. It appears that Council budget constraints (or perhaps, as some undergraduate eductors have charged, lack of respect for undergraduate social work) led to the decision to conduct a low-budget meeting at a convent near Louisville, Kentucky. The convent was in an isolated area and offered little to do in attendees' free time; the dormitory-like accommodations were posted with signs spelling out rules about turning off the lights, etc. In addition, as several participants have noted, Arthur Katz's comments to the group were critical of undergraduate social work. Ironically, however, adversity led to a closeness among the participants, many of whom remember the meeting as an important milestone in BPD's growth. Ginny Raymond, then director of the BSW program at the University of Alabama, recalls:

> *The convent actually forced us to become more cohesive. I remember taking long walks at breaks. We had to talk because there was nothing else to do.... We can actually laugh about it now ... The convent did a lot to connect those who were there and gave us a base to talk from.*

Since the meeting was attended primarily by more recently- appointed undergraduate directors, it produced a cadre of new leaders who would soon rise in importance within BPD. These included Norman Flax, Ken Kazmerski, Harry Macy, Ginny Raymond, and Elizabeth Hutchinson. These individuals, along with Steve Aigner, Bradford Shaefor, and other current BPD activists, would soon be called upon to guide BPD in its responses to CSWE's near-collapse in the mid-1980s. [25]

Notes

1. Trueheart Titzl to Richard Lodge, 6/17/75, Betty Baer Papers; Executive Committee, BPD to Ralph Dolgoff, 6/26/75 and Minutes, Annual Business Meeting, BPD, 3/6/76, BPD Records; Leslie Leighninger, ***Social Work: Search for Identity*** (Westport, CT: Greenwood Press, 1987).

2. Interview with Trueheart Titzl, Louisville, Kentucky, June 3, 1992 and Memo, James Dumpson, President of CSWE, to Colleagues, 5/3/75, BPD Records; Interview with Betty Baer, Gulfport, Mississippi, October 10, 1991; Baer to Phyllis Rochelle, 6/14/74, Baer Papers. Other appointments included LaMoyne Matthews and Don Feldstein to the Task Force on Structure and Quality. In our recent interviews, BPD leaders have differed over whether co-optation was a significant issue in the early CSWE/BPD relationship.

3. Memo, Titzl to Members, Association of Baccalaureate Program Directors, 11/13/75 and Minutes, Annual Business Meeting, BPD, 3/3/76, BPD Records; Lodge to BPD Colleagues, 3/26/76, Trueheart Titzl Papers.

4. BPD, News and Notes, 10/76, BPD Records; Interview with Millie Charles, New Orleans, August 14, 1992; Interview with Trueheart Titzl; Mitchell Ginsberg (President, Council of Deans and Directors) to Titzl, 11/11/75 and 12/30/75, Titzl Papers.

5. Maryanne Mahaffey to Titzl, 7/30/75 and Memo, Titzl to Members of BPD and all Undergraduate Directors, 9/30/75, BPD Records.

6. Titzl, Association of Baccalaureate Social Work Program Directors, ca Summer, 1975, BPD Records; Memo, Titzl to BPD Members, ca 9/75 and Summary, BPD Executive Committee Meeting, 10/9-11/75, BPD News and Notes, 6/76, Titzl Papers; Betty L. Baer and Ronald Federico, ***Educating the Baccalaureate Social Work: Re-***

port of the Undergraduate Social Work Curriculum Development Project Cambridge, MA: Ballinger Publishing Co., 1978), pp. v., 1-2, 29-30.

7. President's Report, 3/2/77, Titzl Papers; Memo, Baer (Secretary-Treasurer) to Members of BPD, 5/11/76 and Memo, Titzl to Members, BPD, 11/13/75, BPD Records.

8. Association of Baccalaureate Program Directors, Newsletter, 12/77; Minutes, Executive Committee Meeting, BPD, 12/3/77; Memo, Kay Dea to Titzl and Margaret Matson, 8/15/77; Matson to Dea, 8/19/77; and Titzl to Dea, 8/19/77, Titzl Papers.

9. Minutes, Executive Committee Meeting, BPD, 12/3/77 and BPD Newsletter, 12/77, Titzl Papers.

10. Telephone Interview with Kay Dea, August 27, 1992; Agenda, Executive Committee Meeting, BPD, 2/25/78 and Memo, Betty Baer to Deans and Directors, 1/31/78, Titzl Papers.

11. Interview with Kay Dea.

12. Memo, Betty Baer, Nominating Committee Chairperson, to Voting Members of BPD, 5/26/78, Titzl Papers. Note that Connie Williams also ran again as Vice-Chairperson, but was defeated by Millie Charles.

13. Minutes, Executive Committee Meeting, BPD, 10/12/78 and "This is Your Life Betty Baer," 1979, Mary Ellen Elwell Papers; Interview with Mary Ellen Elwell, Ocean City, Maryland, January 9, 1992.

14. Mary Ellen Elwell to James Dumpson, Chair, Search Committee for CSWE, 10/16/78; Memo, Elwell to Executive Board, BPD, 12/12/78; Minutes, Executive Committee, BPD, 10/12/78; and Elwell, Action Alert to All Undergraduate Program Directors, n.d. (ca 2/79), Elwell Papers.

15. Minutes, Executive Committee of BPD, 10/18/79, Elwell Papers; Interview with Mary Ellen Elwell. Bradford Shaefor even produced a video tape highlighting the conference sessions.

16. Interview with Mary Ellen Elwell.

17. Telephone interview with Ann McLean, September 17, 1992.

18. Interview with Ken Kazmerski, Orlando, Florida, May 22, 1992; Telephone interview with Steven Aigner, July 15, 1992; Telephone Interview with Ann McLean; BPD Update, December 1982.

19. ***BPD Update***, December 1982; Minutes, Annual Business Meeting of BPD, 3/10/82, Elwell Papers; Telephone Interview with Ann McLean; Baer to Richard English, 9/23/81, Leslie Leighninger Papers. An issue accompanying the dues and fees protest was the difficulty these changes posed for the several consortia of small undergraduate social work programs. Educators in such programs (including Betty Baer) complained that the Council did not understand their particular needs and strengths.

20. Telephone Interview with Ann McLean; ***BPD Update***, May 1981.

21. ***BPD Update***, December 1982; Recollections of Leslie Leighninger, Member-at-Large, BPD Executive Committee.

22. Baer to McLean, 11/19/82 and Dr. Claire Sacken, Social Work Program, St. Frances College, Minutes of Meeting with CSWE, 11/3/82, Leighninger Papers; ***BPD Update,*** December 1982.

23. Memo, Baer to Directors of Colleges Concerned about CSWE Inequities, 3/24/83, Leighninger Papers; Telephone Interview with Ann McLean; ***BPD Update,*** June, 1983, 1-2.

24. ***BPD Update,*** June 1983, 2.

24. Interview with Ginny Raymond, Tuscaloosa, AL, February 4, 1992; Telephone interview with Harry Macy, June 9, 1992; Interview with Ken Kazmerski, Orlando, FL, May 22, 1992; Interview with Bradford Shaefor, Orlando, FL, September 29, 1991; Interview with Steven Aigner. Aigner, who had just been elected Chair of BPD, recalls that he was not even invited to the event.

CHAPTER IV

THE CSWE FINANCIAL CRISIS: BPD COMES INTO ITS OWN

The financial crisis of the Council on Social Work Education in 1984-85 provided opportunities to further the growth of the Association of Baccalaureate Program Directors. The annual fall conference, begun in 1983 as a CSWE-sponsored orientation session for new undergraduate program directors, became a BPD operation, at first with nominal CSWE participation, later with BPD leadership, and eventually with sole BPD sponsorship and control. More importantly, the CSWE fiscal crisis brought to the surface long-standing resentments and complaints on the part of both undergraduate and graduate social work educators and their respective organizations. The result was a strengthening of educational program influence on the Council and a strengthening of the idea of parity between undergraduate and graduate social work education, long a goal of BPD.

Social work is somewhat unique among professions in that the accreditation function is carried out by a separate educational organization, while the major professional organization has no formal role in educational accreditation or other services. However, the National Association of Social Workers, the major professional membership organization, had traditionally helped to support the Council before 1980. The relationship became troubled during the 1980s, as both NASW and the Council experienced new financial challenges.

The fiscal crisis was precipitated by the decision to move the Council's headquarters from New York City to Washington, D. C., following the relocation of NASW's headquarters to Washington in the late 1970s. Moving the Council's headquarters, proponents believed, would improve the effectiveness of the organization's lobbying activities by making the organization more visible. A location in the District, at a prestigious address, would also enhance the reputation of the Council, and hence its effectiveness.

Arthur Katz, the CSWE executive most identified with the Council's move to Washington, became Executive Director in 1980. Katz assumed leadership of an organization with "no endowment or operating reserve fund."[1] If the Council was to move its headquarters, the organization's financial situation needed to be improved. Katz took several steps to accomplish this. In 1980, the Council sought and gained approval for a $100,000 loan from NASW to support the move from New York to Washington. However, when office space could not be immediately located, the Council delayed its move and its acceptance of the loan. Later, when the Council did move its headquarters to Washington in 1984, NASW and CSWE representatives disagreed as to whether the loan offer made in 1980 should be continued.[2]

Under Katz's leadership, the Council also embarked on an aggressive fund-raising campaign, designed to promote the move to Washington and to support an ambitious expansion of services. With approval from the CSWE Board of Directors, Katz resolved "to increase revenues by [increasing] fees, providing new revenue-generating services, paring expenses, and investing excess cash pending disbursement."[3] In 1981, Katz hired a new financial manager who handled the day-to-day investment of excess cash under Katz's supervision. As Katz became increasingly preoccupied with fund-raising and planning for the move to Washington, the manager worked more and more independently — and the investment strategy became increasingly speculative and risky. According to Betty Baer and Joseph Vigilante, two "independent, uninvolved" persons who were appointed to the CSWE Board of Directors after the crisis to explore ways to recover funds, "While the financial manager provided the executive director with reports almost daily of his handling of the

funds, the review of the available reports indicates that the reports were sketchy and could easily be misunderstood."[4]

At first, the investment program seemed to be succeeding. CSWE ended the 1980 fiscal year with a deficit of $82,000. However, at the end of the 1981 fiscal year, there was a surplus of $200,000. By February, 1984, CSWE's investment portfolio reached a peak of $1,253,783. While the investment strategy appeared to be succeeding, some members of the CSWE Board of Directors were concerned about the risks. Trueheart Titzl, who served on the board during this period, was one of the first board members to call attention to the impending crisis. The board followed her suggestion to bring in an outside investment firm to review and discuss the investments with them, but did not at that point take further action.[5] By September, 1984, the investment portfolio was valueless. CSWE's legal counsel reported an investment loss of $757,851, based on the experience of the investment program from 1980 to September, 1984.[6]

The financial crisis came at a time when both undergraduate and graduate constituencies were dissatisfied with the Council, for different reasons. Each group perceived that the other controlled the Council. Each had called for an examination of the organization's governance structure. A task force on CSWE's governance structure, with one representative from BPD and one from the graduate deans' organization, the National Conference of Deans and Directors (NCDD), had been constituted in the early 1980s. Nathan Cohen of the UCLA School of Social Welfare chaired the task force, which was known as the Cohen Task Force. Many baccalaureate program directors, especially those from smaller programs, believed that the CSWE dues structure discriminated against them. Arthur Katz's executive style, which some perceived as overbearing and manipulative, did not help smooth matters during the fall and winter of 1984-85. Before becoming CSWE Executive Director in 1980, Katz had been Dean of the School of Social Work at the University of Kansas. While he was identified by many undergraduate educators with graduate education, baccalaureate educators seemed to be becoming increasingly influential in CSWE before the story of the financial crisis broke in the fall of 1984.

Ann McLean, BPD Chairperson from 1981 to 1983, met with Katz and CSWE President Richard English early in 1983. As noted in the previous chapter, CSWE had sponsored an annual orientation session for new graduate deans and directors, but provided no such service to baccalaureate directors. The failure to do so symbolized for many undergraduate educators CSWE's orientation toward graduate education. Katz agreed that the Council would provide such an orientation for new undergraduate directors, starting in the fall of 1983. (This orientation, later included as one of a number of "Faculty Development Institutes" which Katz was promoting as new CSWE services, became the meeting at the convent, near Louisville, by tradition the first annual conference of BPD.) A second complaint concerned the representation of undergraduate educators on CSWE boards and commissions. BPD leaders wanted "proportionate representation of baccalaureate interests." It had never been achieved, and "in recent years the representation has become increasingly disappointing," according to McLean. English agreed to consider appointing persons put forward by undergraduate educators.[7] A large number of undergraduate educators attended the 1983 CSWE Annual Program Meeting in Fort Worth in March, 1983. The baccalaureate directors constituency meeting at the APM, attended by 110 people, "expressed concern over the discriminatory nature of the institutional dues structure" and "asked for revival of the committee to study CSWE structure," the Cohen Task Force.[8]

English's term as CSWE President ended in 1984; in the spring of 1983, Bradford Sheafor, of Colorado State University and long identified as a leader in undergraduate social work education, was chosen President-elect, defeating Joseph Vigilante, Dean of the School of Social Work at Adelphi University. Shaefor's three-year term as President of CSWE began in 1984. As chair of the undergraduate program at the University of Kansas before he went to Colorado State, Shaefor knew Katz well. Trueheart Titzl was elected Vice-President. Sheafor agreed to lead the workshop for new bac-

calaureate program directors to be held in the fall; Titzl took charge of local arrangements. Commenting on Sheafor's election, Ann McLean wrote, "Two years ago no one would have predicted that any individual clearly identified with baccalaureate education could have been elected President of CSWE in the next five years, let alone two. But today that is a reality."[9]

The leadership of BPD changed in 1983 also. Stephen Aigner, director of the undergraduate program at Iowa State University, was elected Chairperson, succeeding Ann McLean. Aigner, whose term began on July 1, had been at Iowa State for ten years. He was well-connected, serving on the CSWE Publications Committee and as a consulting editor for ***Social Work,*** the major professional journal published by NASW. A major goal of Aigner's was to improve BPD's working relations with the graduate deans and directors and other important professional groups, in particular NASW. During the summer of 1983, he met in Colorado with Sheafor and LeVerne McCummings, the President of the NCDD.[10]

Many educators in graduate programs had concerns about the direction of the Council. In part, the concerns were related to unhappiness about the growth of undergraduate education. Some graduate deans perceived the Council as neglecting the interests of graduate education in favor of baccalaureate education. Many persons in graduate programs had not welcomed the growth of undergraduate programs, which were widely perceived as "undermining excellence." In particular, Harry Specht, Dean of the School of Social Welfare at the University of California, Berkeley, had identified the rise of undergraduate social work education as one of the reasons for the "deprofessionalization of social work" in a famous article published in ***Social Work.***[11] However, over half of the graduate programs in social work had undergraduate programs attached to them by the mid-1980s, so that undergraduate interests, especially the continuum between baccalaureate education and master's education, were important for many programs. A number of problems related to the articulation between undergraduate social work education and graduate education were vexing. A move by some graduate deans to have the functions of accrediting masters and baccalaureate programs split was defeated by the CSWE House of Delegates. While accreditation would continue as a unified function, many were uneasy about the new accreditation standards adopted by the CSWE Board of Directors in May, 1983. These standards emphasized undergraduate-graduate articulation issues.

Both undergraduate and graduate program administrators complained about poor service from CSWE. Undergraduate chairs noted the "difficulty of getting answers from CSWE regarding standards."[12] As noted above, some smaller BSW programs believed that the dues structure discriminated against them. They felt like poor relations, ignored by the establishment. MSW programs noted a seeming lack of attention to the accreditation function, a problem which was exacerbated by Katz's expansion plans.

The second annual CSWE workshop for new baccalaureate program directors was held in Fort Collins, Colorado, September 29 – October 2, 1984. Although the CSWE investment portfolio was valueless by this time, news of the financial crisis had not as yet been revealed. The BPD Executive Committee met at Fort Collins in conjunction with the workshop and mixed with the new program directors, making the organization known to the group. Aigner noted that Sheafor looked "tired and worn." He urged Sheafor to "try to rest some."[13]

The news regarding the investment losses was revealed to the CSWE Board of Directors at its meeting in late October. Plans to purchase a headquarters building in Washington were canceled; the Cohen task force on governance and structure was "deactivated," as were a number of other Council functions. However, the Board decided to move to Washington in spite of the crisis and rent office space. Ann McLean, at that time a member of the CSWE board, called Aigner with the news, which he communicated to the BPD executive committee in an October 31 memorandum regarding "miscellany." The news did not seem particularly earth-shattering — Aigner placed it fourth out of five items. Executive committee members were asked to

"keep this under your hat until we hear from Brad formally" and were assured in a handwritten marginal note "the operating budget is *not affected at all.*"[14] The financial crisis was not mentioned in an October 16 letter from Arthur Katz to Aigner or in a November 6 memorandum from Aigner to the BPD executive committee. Nor was the crisis mentioned in the December 1984 ***BPD Update***, mailed to the membership in mid-December, most of which was written on or before November 7.[15]

The National Conference of Deans and Directors met in Washington, D.C., in mid-November. Sheafor attended and provided a "rather complete and candid report" on the crisis. The NCDD Committee on Excellence, chaired by Harry Specht, concluded that the financial problems of CSWE presented "both a crisis and an opportunity to be helpful both to CSWE and to graduate social work education." The committee recommended that NCDD attempt "to bring about major alterations in the purpose and structure of CSWE and in its allocation of resources so that they are consistent with organizational priorities for graduate schools." Specifically, the committee thought that the Council should emphasize the accreditation function and lobbying and legislative advocacy. At the same time, NCDD would explore the possibility of two other options — forming a new accrediting body to replace CSWE and having some other existing organization, such as NASW or NCDD itself, take over the accrediting function from CSWE. The committee recommended that NCDD explore the possibility of member schools withholding CSWE dues as a means of bringing about change in the organization. The deans and directors accepted the committee recommendations.[16]

In response, Aigner expressed trust in Brad Sheafor. The NCDD demands "boil down to their self-interest above all else and show utter disregard for baccalaureate social work education... At the [1985] APM I think we should try to isolate those destructive elements of NCDD and neutralize whatever influence they may have (if any)."[17] However, by late January, NCDD had ruled out attempting to replace CSWE with another accrediting agency. LeVerne McCummings, the NCDD President, approached the BPD through Aigner soliciting cooperation. This was the first in a series of ultimately successful attempts on the part of NCDD to "woo" BPD. After the decision was made not to try to "go it alone," the graduate deans needed the votes of undergraduate programs in order to influence the Council. While the BPD leadership ultimately cooperated with NCDD, they did so on BPD's terms. On February 15, on the eve of the 1985 APM, which was held in Washington, D.C., to celebrate the relocation of CSWE headquarters to the nation's capitol, the financial crisis made page one of the ***New York Times***.[18] On the same day, the membership of NCDD voted to change the organization's name to the American Association of Schools of Social Work [AASSW]. Apparently unwittingly, the graduate deans had adopted the name of one of the predecessor organizations of CSWE. As noted in Chapter I above, the original AASSW had opposed the development of undergraduate social work education in the 1940s. The new name adopted by the graduate deans increased the suspicions of BPD leaders. It did not last long.[19] The graduate deans also voted 46 to 18, with 8 abstentions, to withhold dues from CSWE as a means of pressuring the Council to make changes in its operation. On the next day, NCDD asked BPD to recommend that undergraduate programs also withhold dues.[20]

During the APM, the CSWE Board established a joint committee composed of equal numbers of members representing BPD, AASSW, and the CSWE Board. Steve Aigner, Kay Hoffman, Larry Icard, and Julia Norlin represented BPD, while Scott Briar, June Hopps, LeVerne McCummings, and Frank Raymond represented AASSW. The CSWE Board was represented by Katharine Gable, Dorothy Pearson, Bradford Sheafor, and Trueheart Titzl.[21] The inclusion of BPD representatives on an equal footing with representatives of the graduate deans organization signified the opportunity for increased influence which resulted from the crisis. The committee, which was chaired by Bradford Sheafor, was sometimes called the Working Group and sometimes the "4 X 4 X 4" Committee, because each group was represented by four individuals. The Working

Group met during the APM and approved a resolution, which the CSWE Board recommended to the House of Delegates. The Working Group resolution provided that the CSWE Board would be empowered to "assume executive responsibilities of CSWE immediately; and... to recommend a future structure that facilitates effective leadership and decision-making within the current resource capacity of the organization."[22]

At the annual BPD business meeting, also held during the APM, resolutions were passed which called for making accreditation and articulation among levels of social work education priorities of the Council, the revival of the Cohen Task Force on CSWE Structure and Governance, and improvements in administrative structure and services to the membership. Unlike the earlier Cohen task force, the majority of the revived task force was to be composed of representatives of educational institutions, with baccalaureate representation equal to graduate representation. The task force was to have co-chairs representing baccalaureate and graduate social work education. The baccalaureate and graduate school representatives were to be selected by BPD and AASSW respectively. No more than one-third of the membership of the task force was to be selected by the CSWE Board of Directors. The Baccalaureate Directors Constituency group approved the BPD resolutions which were referred to the CSWE House of Delegates, along with the Working Group resolution.

Apparently unwilling to grant executive powers to the CSWE Board, which was widely regarded as sharing responsibility with Katz for the financial crisis, the House of Delegates rejected the Working Group resolution and approved the BPD resolutions, including the one calling for the establishment of a revived Task Force on CSWE Structure and Governance. BPD had been represented on the Working Group, and was thus identified with the defeated Working Group resolutions. However, after the BPD business meeting approved an alternative set of resolutions, the leaders of the organization pushed the BPD resolutions. Thus, they were able to assert that BPD had played a decisive role within the House of Delegates. "The importance of the BPD resolutions dealing with the structure and function of the Council cannot be overemphasized," Aigner concluded. "This resolution was the only sentiment expressed by the House of Delegates in favor of a re-analysis of the operation and organization of the Council."[23]

After the APM, Sheafor delayed constituting the task force. Finding a new executive director to replace Arthur Katz, who had resigned, was a higher priority. On March 13, Aigner wrote to CSWE President Sheafor and to the new AASSW President, Scott Briar, stating BPD's position: the Task Force on Structure and Governance should be re-activated to (1) examine the relationship between individual and institutional membership in the Council and the linkage between the House of Delegates and the CSWE Board of Directors and (2) review the Council's management procedures. Aigner wrote that the task force should be constituted such that two-thirds of the votes were those of representatives of educational institutions, that BSW directors and MSW deans would have equal votes, and that these members would be selected by BPD and AASSW respectively. Another one-third of the task force members would be selected from individual member groups. Undergraduate and graduate educators should co-chair the group.[24]

On March 14, Sheafor asked Aigner if BPD planned to recommend that its members withhold their dues from CSWE. The graduate deans organization had been soliciting BPD cooperation in withholding dues as a means to pressure CSWE to change its priorities and procedures. A committee of the Board, headed by Joseph Vigilante, was projecting probable revenues during the next year. Aigner referred Sheafor to his March 13 letter. BPD never recommended that its members withhold dues from CSWE; according to Sheafor, virtually all undergraduate programs paid their dues during 1985, while about half of the graduate programs withheld their dues.[25]

During the Spring, Diane Bernard became CSWE interim director. Issues divided AASSW, BPD, and the CSWE Board which threatened an impasse. Sheafor wanted to reconstitute the old Task Force on Structure and Governance with one representative each from the constituency organizations, BPD and AASSW, one from the practice community, and two representing the

CSWE Board. Both BPD and AASSW wanted majority representation from educational programs. The deans organization now committed itself to "parity principles" — equal representation of undergraduate and graduate programs on the task force — long a goal of BPD. Where the organizations differed was on the timetable for change. The executive committee of AASSW wanted changes in CSWE structure by the end of June, 1985, while BPD and the CSWE Board were committed to presenting proposed changes to the House of Delegates at the 1986 APM.

Bernard worked out a compromise whereby BPD, AASSW, and the CSWE Board would each send three representatives to a meeting in May to prepare bylaw changes to propose to the House of Delegates at the 1986 APM. AASSW would persuade its members to release their CSWE dues. Bernard's compromise was accepted. Aigner, Kay Hoffman, and Julia Norlin represented BPD at the meeting. Larry Icard served as an alternate. The graduate deans were represented by Scott Briar, June Hopps, and Harold Johnson, with Grace Harris serving as an alternate. Diane Bernard, Ann McLean, and Barbara Solomon represented the CSWE Board. The "3 X 3 X 3" Committee formed subcommittees to recommend changes in CSWE structure and agreed to meet in June following the CSWE Board meeting. At the June meeting, bylaw revisions were recommended which increased the influence of baccalaureate program directors and graduate deans in the House of Delegates while reducing the influence of representatives of agencies and practitioner organizations.[26]

The "3 X 3 X 3" Committee, or Working Party as it came to be known, continued to meet periodically. In October, 1986, the committee met to prepare its final report to the CSWE Board. The committee recommended making accreditation the first priority of the Council, echoing the major demand made by NCDD two years earlier.[27] Ironically, a crisis which had begun with mutual suspicion between BPD and the graduate deans and directors ended with consensus. BPD was strengthened, in part because of the success of the BPD resolutions in the 1985 House of Delegates, and in part because the organization was able to achieve its goals in the three-way negotiations with Sheafor and the AASSW. In addition, the BPD representatives on the working party had a significant impact on the outcome and were recognized for their contributions.[28]

Aigner's term ended in mid-1985. Julia Norlin of the University of Oklahoma succeeded Aigner as BPD Chairperson. BPD now had a considerably enhanced position in the social work education community. At the start of Aigner's term, BPD was an active participant in social work education, but was not an organization accustomed to wielding power. Both Ann McLean and Aigner commented on baccalaureate education's increased power and authority before the news of the financial crisis broke.[29] In part, the new strength of baccalaureate education rested on the growth of BSW programs during the 1970s. As events would prove, undergraduate programs provided a sufficient financial base to enable CSWE to weather the financial crisis which resulted from withholding of dues by half the graduate programs. The crisis provided the opportunity for the organization to flex its muscles, but doing so required leadership and a willingness to compromise, which Aigner provided.

Ironically, the crisis began with the major educational program constituencies of CSWE, the graduate deans and directors and the undergraduate directors, at odds and mutually suspicious. Each believed the other controlled the Council. Some graduate deans believed that the growth of undergraduate education had been detrimental to the stature of the profession — undergraduate programs were believed to be uneven in quality, a point some deans were quick to make. Baccalaureate directors, aware of what seemed to be a widespread negative assessment of undergraduate education on the part of graduate educators, were critical of the quality of many graduate programs. They were suspicious of the motives of the deans and directors, whom they viewed as conservative and defensive. Aigner's initial reaction to NCDD statements in the early phases of the crisis reflected this suspicion.

As the frequency of communications between BPD and AASSW officers increased, however, the leadership of both organizations began to perceive common

interests in the resolution of the crisis and the reform of CSWE. In part, it appears that members of the AASSW board made special efforts to persuade Aigner that undergraduate interests could be promoted by making common cause with the graduate deans and directors. In particular, a number of the deans who had been involved in framing the NCDD response to the crisis, including LeVerne McCummings, Frank Raymond, and Harry Specht, contacted Aigner in the weeks before the 1985 APM to solicit BPD support of their position. Specht, who was on record as "dubious about the quality of baccalaureate social work education," made it a point to distinguish his position and that of the NCDD, which wanted to work with BPD.[30]

The *issues* raised by the deans — the need to make accreditation a clear priority and the primary importance of educational programs among the Council's various constituencies — were ones to which undergraduate educators could easily subscribe. The major issue raised by undergraduate educators — parity in the representation of undergraduate programs and graduate programs — was one which graduate deans and directors had come to accept in order to achieve BPD cooperation. The compromise, finally achieved in 1989 when the House of Delegates approved the abolition of that body and the reconstitution of the CSWE Board of Directors, in effect assured the survival of the Council by strengthening the influence of the two major educational program constituencies in the organization's decision-making structure.[31] The price of the compromise was limiting the power of "special interests," particularly minority educators, in the Council structure.

Equally important for the future of the Association of Baccalaureate Program Directors was another result of the financial crisis — the fate of the workshop for new undergraduate program directors initiated by Arthur Katz at BPD urging in 1983. Touted as one of the "Faculty Development Institutes," a new service of CSWE, the fall workshops were important to baccalaureate program directors as a symbol of parity with the graduate deans and directors, who had long had a similar orientation workshop. However, along with other of Katz's initiatives, the fall workshop appeared to be an activity which distracted from CSWE's central mission, accreditation. Continued support of the fall workshop by the Council would be difficult to justify. Yet, both Sheafor and Aigner had positive experiences with the workshop and were identified with it. CSWE staff member Margaret Gibelman asked Harry Macy, chair of the undergraduate program at Ball State University and a member of the BPD Executive Committee, to coordinate the 1985 fall conference, which was to be held in Indianapolis.[32] Although CSWE was listed as the sponsor, actual CSWE involvement was minimal. Macy and other BPD members planned and coordinated the conference. The BPD Executive Committee met in Indianapolis in conjunction with the fall conference, as it had done in Fort Collins the year before. Although the CSWE name continued to be displayed on conference materials until the fifth annual conference in Kansas City in 1987, the fall conferences were operated by BPD alone from 1985 on. As in the first two workshops, however, CSWE officers and staff members have been prominent in the fall program schedules.

NOTES

1. [Betty L. Baer and Joseph Vigilante], "Report to the Constituency of the Council on Social Work Education on the Investment Losses," n.d. [c. September 1985], Baccalaureate Program Directors Records.

2. Robert P. Stewart, "NASW-CSWE Organizational and Fiscal Relationship: Historical Background and Current Status," 2/25/85, BPD Records.

3. Baer and Vigilante, "Report to the Constituency," 2.

4. Baer and Vigilante, "Report to the Constituency," 2.

5. Interview with Trueheart Titzl, Louisville, Kentucky, June 3, 1992.

6. Baer and Vigilante, "Report to the Constituency," 1-2.

7. ***BPD Update***, April 1983, 1, 4-5.

8. Leslie Leighninger, "Summary of CSWE/APM Baccalaureate Directors Constituency Meeting, 3/15/83," ***BPD Update***, June 1983, 6.

9. Ann McLean, "From the Chair," ***BPD Update***, June 1983, 1.

10. Steve Aigner, "From the Chair," ***BPD Update***, March 20, 1985, 1-7.

11. Harry Specht, "The Deprofessionalization of Social Work," ***Social Work*** 17, no. 2 (March 1972): 3-15.

12. "Report of BPD Symposium, 'Doing More with Less,' Sunday, March 11, 1984, Detroit, MI," BPD Records.

13. Steve Aigner to Arthur Katz, 10/4/84; Aigner to Bradford Sheafor, 10/4/84 and Katz to Aigner, 10/16/84, BPD Records.

14. Steve Aigner to BPD Executive Committee Members, 10/31/84, BPD Records.

15. Katz to Aigner, 10/16/84 and Aigner to BPD Executive Committee Members, 11/6/84, BPD Records; ***BPD Update***, December 1984; "From the Chair — Steve Aigner," ***BPD Update***, January 22, 1985, 1.

16. "Report of the Committee on Excellence," National Conference of Deans and Directors of Graduate Schools of Social Work, 11/15/84, BPD Records.

17. "From the Chair — Steve Aigner," ***BPD Update***, January 22, 1985, 1.

18. "From the Chair — Steve Aigner," ***BPD Update***, March 20, 1985, 1-7.

19. Scott Briar, AASSW President and Dean of the School of Social Work at the University of Washington, told Aigner that the name, American Association of Schools of Social Work, "came as a `shot from the hip'... and [the graduate deans] agreed to it without much thought." Steve Aigner to "Colleagues" [BPD Executive Committee], 3/28/85, BPD Records; the graduate deans organization eventually adopted the name National Association of Deans and Directors (NADD).

20. "From the Chair — Steve Aigner," ***BPD Update***, March 20, 1985, 3-4.

21. Scott Briar to Members of AASSW, 3/11/85, 3, BPD Records.

22. "From the Chair — Steve Aigner," ***BPD Update***, March 20, 1985, 4-5.

23. "From the Chair — Steve Aigner," 4-5.

24. Stephen M. Aigner to Bradford Sheafor, 3/13/85, in ***BPD Update***, March 20, 1985, 10-11.

25. ***BPD Update***, March 20, 1985, 7; Interview with Bradford Sheafor, Orlando, Florida, September 29, 1991.

26. [Steve Aigner], "From the Chair: The Continuing Report," ***BPD Update***, n.d. [c. September 1985], 1-5; Larry Icard, "A Summary Report on the Working Committee," ***BPD Update***, October 1985, 5-7.

27. "Accreditation Subcommittee and Working Party Final Reports," ***BPD Update***, January 1987, 1-6.

28. Telephone Interview with Kay Hoffman, June 12, 1992; Telephone Interview with Julia Norlin, June 16, 1992.

29. Ann McLean, "From the Chair," ***BPD Update***, June 1983, 1; "From the Chair — Steve Aigner," ***BPD Update***, December 1984, 1. 30. "From the Chair — Steve Aigner," ***BPD Update***, March 20, 1985, 2-3.

31. Mail ballots replaced the annual House of Delegates meetings. Graduate programs and undergraduate programs each would have 31 per cent of the vote in the weighted mail ballot. ***BPD Update***, May 1989, 5.

32. BPD Executive Committee, Conference Call Minutes, 3/8/85, BPD Records.

CHAPTER V

GROWTH AND CHANGE: TEN BPD CONFERENCES

This chapter provides an overview of the annual fall conferences of the Association of Baccalaureate Program Directors, including the number and type of presentations, locations, and attendance. The table illustrates the discussion by providing the year, location, number of presentations, and number of participants for each conference. The sources for this chapter include the conference programs and Proceedings for the ten BPD conferences as well as interviews conducted with BPD members and past presidents of the organization.

The Growth of the Fall Conferences

Before the annual fall BPD conferences began in 1983, members of the organization met at the Annual Program Meetings of the Council on Social Work Education, held in February or March. As directors of undergraduate social work education programs met, they became aware of a need for more formal opportunities to share experiences, exchange ideas, and collaborate on undergraduate social work education issues. BPD presented several regional workshops on accreditation and curriculum issues for undergraduate social work faculty members in 1976.[1] In 1978, a series of curriculum workshops was offered at eight locations at which baccalaureate social work educators met to discuss the undergraduate curriculum. The series received such a positive response that BPD appointed a committee to "develop a strategy for channeling and strengthening the momentum for collaborative work."[2] The committee made several recommendations which inspired BPD to act in ways that would unify the BSW curriculum through collaborative effort.

In October 1979, BPD sponsored a national workshop on "Competency-Based Perspectives in Baccalaureate Social Work Education" near Estes Park, Colorado. A BPD committee, led by Ann McLean and Brad Sheafor, planned the workshop, which was supported exclusively by the fees of the participants. Although it was not the first in an ongoing series of fall BPD conferences, the 1979 workshop was the first national gathering of undergraduate social work educators sponsored by BPD. As such, it was an important forerunner to the annual fall BPD conferences. (See Table 1)

TABLE 1 ELEVEN BPD CONFERENCES

YEAR	LOCATION	PRESENTATIONS	ATTENDEES	AUSPICE
1979	Estes Park, Colorado	8	52	BPD
1983	Nazareth, Kentucky	21	53	CSWE
1984	Fort Collins, Colorado	20	77	CSWE
1985	Indianapolis, Indiana	31	102	BPD/CSWE
1986	San Antonio, Texas	43	110	BPD/CSWE
1987	Kansas City, Missouri	31	147	BPD
1988	New Orleans, Louisiana	39	179	BPD
1989	San Diego, California	50	189	BPD
1990	Minneapolis, Minnesota	68	221	BPD
1991	Orlando, Florida	89	243	BPD
1992	San Antonio, Texas	88	276	BPD

The Estes Park workshop included eight presentations which focused entirely on competency-based education and curriculum design and development. A Report, published by BPD, included the texts of the presentations and a list of the fifty-two participants.[3] Undergraduate educators attending the workshop were asked to bring textbooks, competency statements, course outlines, and other materials to share. Entertainment, cash bars, and other activities enhanced networking. Many of the participants shared accommodations to reduce costs, as many small programs operated on limited budgets.[4] Not only did the Estes Park meeting serve as a model for future BPD conferences, but its content demonstrated the organization's commitment to educational innovation.

The first in the series of annual fall BPD conferences was the 1983 meeting at the convent, which was sponsored by CSWE as an orientation workshop for new baccalaureate program directors. A total of fifty-three program directors responded to the Council's invitation to attend. The twenty-one presentations dealt mainly with administrative issues and CSWE relations with undergraduate programs. While the workshop was designed primarily for new undergraduate program directors, a number of the participants had been program directors for several years at the time of the conference.

Between 1984 and 1992, presentations at the annual fall conferences increased in number and in the variety of topics presented. Twenty presentations were made at the 1984 workshop in Fort Collins, Colorado, which was also sponsored by CSWE as an orientation workshop, primarily for new baccalaureate program directors.[5] The format of this conference was similar to the 1983 conference, except that the orientation sessions for new program directors were scheduled on the first day of the workshop. The second day's sessions were intended for all undergraduate program directors. This workshop attracted seventy-seven participants. BPD Chairperson Steve Aigner and a number of the organization's Executive Committee members attended the Fort Collins workshop and met informally with the new program directors.

The orientation format continued for the 1985 conference, which was held in Indianapolis, Indiana. Because of the CSWE financial crisis, BPD was asked to join with the Council as a sponsor of the conference. Although it was officially a co-sponsor, the Council in fact provided no financial assistance or staff support to help plan and run the conference. BPD assumed total responsibility for planning the conference and registering participants. Unlike the previous two conferences, the 1985 conference was intended for all baccalaureate program directors. This decision was made by the planning committee, chaired by Harry Macy, a member of the BPD Executive Committee. Committee members, particularly Macy, worked very hard to make the conference a success. Attendance increased to 102 participants. Thirty-one sessions were presented at the 1985 conference. The focus on administrative issues, which had characterized the 1983 and 1984 conferences, continued.[6]

At the 1986 conference in San Antonio, Texas, CSWE continued its co-sponsorship in name only. Reflecting the size and strength of the baccalaureate directors' association, BPD committees planned the conference without CSWE assistance or participation. Two committees, a Conference Program Committee and a Local Arrangements/Registration Committee, were created by the BPD Executive Committee. The Conference Chair, Alvin Sallee, and the Registration Chair, H. Wayne Johnson, were both members of the Executive Committee. In 1986, for the first time, the presentations at the fall conference were selected by the Program Committee from proposals submitted in response to a call for papers. Forty-three presentations, more than double the number presented at the 1983 conference, were selected for the 1986 conference. Attendance increased to 110 participants. A wider selection of topics was represented by the presentations, affording a more comprehensive focus on BPD issues. For the first time since 1979, a number of the presentations at the 1986 conference were published in a conference ***Proceedings***. Papers published in the ***Proceedings*** were selected from among those submitted to a publications committee by the presenters.

In 1987, CSWE co-sponsorship, which had been in name only, ceased. BPD was the exclusive sponsor of the fall conference, which was held in Kansas City, Missouri. The conference included thirty-one presentations offered in a format similar to that of the 1986 conference. Conference attendance increased again, to 147. For the second year, Alvin Sallee and H. Wayne Johnson served as Conference Chair and Registration Chair, respectively. A juried conference ***Proceedings*** was again published, continuing a tradition which has been maintained at all subsequent conferences.

Since the 1987 conference, BPD has continued as the exclusive sponsor of the annual fall conference. The conference grew steadily between 1987 and 1992. Thirty-nine papers were presented to 179 attendees at the 1988 conference in New Orleans, Louisiana; fifty at the 1989 conference in San Diego, California, which attracted 189 participants; and there were sixty-eight presentations and 221 attendees at the 1990 conference in Minneapolis, Minnesota. There were eighty-nine presentations, the largest number of presentations at an annual fall BPD conference to date, at the 1991 conference in Orlando, Florida. The Orlando conference had an attendance of 243. The 1992 conference returned to San Antonio, Texas, where eighty-eight presentations — one less than the previous conference — were made to 276 attendees. While the number of presentations at the annual fall conferences may have stabilized, attendance has continued to increase.

BPD conference planners have sought to provide a large number of presentations to fit the diverse needs of baccalaureate social work program directors. However, some have been concerned that increasing the number of conference presentations could change the nature of the conference by overwhelming participants and increasing conference fees. The present number of sessions may represent an attempt by the conference planning committees to maintain an acceptable variety of program topics while limiting the cost and the complexity of the annual conference.

The growth in the number of conference presentations from 1987 to 1991 resulted from an increasing number of proposals for presentations submitted in response to the annual calls for papers, which have been the issued since 1986. Increased submissions resulted in part from an increase in BPD membership and in part from improvements in the conference's reputation. Conference presentations, and the possibility of subsequent publication in the annual conference ***Proceedings*** are also important items for the vitae of baccalaureate educators seeking tenure, promotion, and merit salary increases. In addition, conference attendees have completed evaluations at the end of each conference. They requested a variety of kinds of presentations, reflecting the complexity of the undergraduate social work program director's role.

Growth was enhanced when BPD became a co-sponsor of the annual conference in 1985 and when the association assumed sole sponsorship in 1987. BPD members and planners wanted a more comprehensive conference. They changed the format from an orientation workshop for new baccalaureate program directors to a general professional meeting for all undergraduate program directors. The needs of new program directors continue to be met, however. Orientation sessions for new directors are included in the program of each annual conference.

BPD sponsorship gave the organization more control over what would be offered at the annual conferences. BPD members were able to voice needs directly to the conference leadership and BPD conference planners were more accessible to undergraduate program directors than was the CSWE planning structure. Accessibility and a more intimate conference environment explain much of the organization's success. Some have resisted the increasing size and complexity of the annual BPD conference. Many BPD members enjoyed the more intimate atmosphere of the earlier, smaller conferences. The earlier conferences were also lower in cost. The stabilization of the number of conference presentations in 1991 and 1992 may represent an effort to maintain a "small" conference atmosphere (in comparison to the CSWE APMs) while providing sufficiently varied presentations to meet the diverse needs of baccalaureate social work program directors.

Cost has been an important factor in the selection

of conference locations and in the size of the conference. Typically, BPD conferences have been held at hotels which provided adequate accommodations, but not at the most expensive or plush locations. Although the size of the conference has increased over the past ten years, BPD planners have monitored growth so that costs do not become prohibitive. In addition, the organization has avoided using paid staff members because of the expense which would result. BPD conference planners have been concerned about conference costs because of the characteristics of the organization's membership. Many BPD members come from small, free-standing or multidisciplinary undergraduate departments which have limited program budgets. Many conference participants pay for conference attendance out of personal funds. Some conference participants attend the annual conference at a sacrifice because of tight budgets and schedules. However, many see the conferences as an important professional and institutional "investment" which makes the sacrifice worthwhile.

Geographic Representation

Since the 1983 BPD conference at the "convent," participants have been geographically categorized by state and region. Regional meetings have been held at BPD conferences since the Fort Collins conference in 1984. During the decade between the 1983 conference and the 1992 conference, Region 4 (consisting of Iowa, Minnesota, Wisconsin, Illinois, Michigan, Indiana, North Dakota, South Dakota, and Missouri) has consistently averaged the highest in BPD conference attendance. Region 5 (consisting of Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Wyoming, and Montana) has averaged the lowest in attendance. his reflects the large number of accredited BSW programs in the mid-west. Particularly during the first few years of the conference, conference locations were chosen with this geography in mind. All regions have been represented at BPD conferences throughout the ten-year history of the conference.

The annual BPD conference has the potential for further growth in the future, as does the parent organization, the Association of Baccalaureate Program Directors. Despite the growth in conference attendance in the past, participants representing a maximum of only roughly fifty per cent of the accredited BSW programs have registered for the annual conferences. In 1992, BPD membership reached 360, including 231 full members, directors of accredited undergraduate programs, 61 associate members, and 68 affiliate members. With nearly four hundred accredited undergraduate social work programs by the early '90s, the potential for expansion is clear.

Characteristics of BPD Conference Presentations

Four major categories accounted for most of the presentations at the annual BPD conferences. These include accreditation, administration, curriculum issues, and student issues. Presentations on other topics have been offered at the conferences less frequently and less consistently. The categorization of presentation topics in this section is based on a review of the annual conference programs, most of which include brief descriptions of the presentations.

CSWE accreditation of BSW programs has been an important issue for baccalaureate program directors since the Council began such accrediting in 1974. Although relatively few (three or fewer) conference presentations directly concerned accreditation, maintaining accreditation was the "driving force" of the 1983 and 1984 fall workshops.[7] After BPD took over planning, the annual conferences included a larger number of presentations on accreditation. Each BPD conference from 1985 to 1992 has included one or more presentations on accreditation. These sessions are intended to help program directors achieve and maintain CSWE accreditation. There were nine presentations on accreditation at the 1986 conference in San Antonio, Texas. Seven were general presentations, one was intended for programs in candidacy status, and another was for programs seeking initial accreditation. Special sessions for programs in candidacy status and for those seeking ini-

tial accreditation have been provided at subsequent annual conferences.

At the 1987 conference in Kansas City, members of the CSWE Commission on Accreditation reported on developments in accreditation policy. These reports have also continued as an annual feature of the conferences, affording undergraduate social work program directors an opportunity to discuss accreditation issues with members and staff of the commission. Beginning at the 1990 conference in Minneapolis, the presentations on accreditation have been offered in a new format. An "accreditation series," consisting of sessions on candidacy, initial accreditation, reaffirmation, maintenance between CSWE reviews, problems such as conditional accreditation or denial of accreditation, and MSW program development, provides a comprehensive series of sessions, tailor-made to the varied situations of undergraduate programs. The goal of the series has been to meet the needs of programs in various stages of the accreditation process. It is interesting to note that the presentations on accreditation at the first three annual meetings (1983, 1984, and 1985) were conducted mostly by CSWE personnel. These appear to have been formal presentations, whereas the accreditation sessions at the conferences in 1986 and after were presented by BPD members who were themselves baccalaureate program directors and who spoke from experience about the accreditation process. These presentations appear to focus more on "the nuts and bolts of how to play the system." This may signify a shift in BPD's strategy from advocacy for undergraduate education to service to membership. While the total number of presentations on accreditation has been relatively small, it is important to note that the accreditation series has been a big drawing card at every annual conference. The presentations attract large numbers of participants and seem to be among the most important "how to" presentations the conference offers.

Program administration has also been an important issue for baccalaureate program directors. Although accreditation concerns loomed large, the first BPD conferences were offered to orient new program directors to the program administration function. BPD conferences have consistently offered presentations which are intended to orient new program directors to their multifaceted jobs. Additionally, BPD conferences have offered presentations on issues such as departmental status, general administration, dealing with faculty issues, and measuring program outcomes. Since 1989, each fall BPD conference has included specific presentations for directors of programs with various structures. Sessions on the problems of small departments, combined BSW/MSW programs, multi-disciplinary departments, and autonomous departments have been offered. These conference presentations assist program directors in developing BSW programs that are administered effectively and efficiently, which in turn enhances the accreditation process and the education of BSW students.

Curriculum issues constitute a third major group of presentations at BPD conferences. Since the 1986 conference, the most frequently offered BPD conference presentations have been in the area of the BSW curriculum. Apparently, the main focus of the fall conferences has changed from administration to curriculum issues. The reasons for this shift are unclear, but the change probably reflects a need to identify what the BSW curriculum should be. In addition, the need of presenters to publish and the effectiveness of past BPD conferences in orienting new program directors to the details of their jobs may also explain the new focus. The emphasis on curriculum is consistent with the theme of the first national BPD workshop on competency-based education in 1979. In the series of ten annual conferences which began in 1983, presentations have been offered on curriculum development, problems in designing curricula, and teaching techniques and aids. The conferences have also included presentations on major curriculum content areas such as human behavior in the social environment, social welfare policy, social work practice, research, special populations, values, and international issues. Issues in teaching social work practice have provided the most frequently offered curriculum presentations. In addition to the presentations on curriculum, since the 1988 conference, syllabus exchanges and roundtable discussions on curriculum have often been included in the conferences.

BSW education would not be possible without BSW students. For the past ten years, BPD conferences have offered presentations for program directors and educators about students and student issues. Presentations have dealt with student characteristics, the assessment of students, student involvement in program decision-making, and student/faculty relations, as well as the recruitment, retention, and termination of students. Presentations concerning student issues have not been as frequent or numerous as those on accreditation, administration, and curriculum issues.

In addition to the conference presentations in the areas of accreditation, administration, curriculum, and students, BPD conferences have included other features. Regional meetings have been held at each annual BPD conference since the 1984 conference in Fort Collins to allow for networking and the discussion of regional issues in BSW education. Membership meetings have been held since 1988 when the BPD bylaws were changed to permit membership meetings at the annual fall meetings as well as the CSWE APMs.[8] Since the 1988 conference in New Orleans, each conference has included an open forum on BPD issues. A National Action Group session at the 1989 conference in San Diego provided a forum for participants to discuss social welfare issues and social action strategies. These sessions have continued to be offered at subsequent conferences. At the 1992 conference in San Antonio, constituency meetings for Hispanic and African-American program directors were introduced. In addition, each conference has included plenary sessions and other presentations on a variety of issues important to social work and undergraduate social work education.

The Structure of BPD Conferences

Several features have consistently been a part of the annual BPD conferences. Executive committee or board meetings are usually held prior to and immediately after the annual conference. The conferences begin with open forums and receptions. An orientation session for new program directors has been conducted on the first day of the conference as have syllabus exchanges. Following these features, general plenary sessions have been held to officially start the conference and to bring all those attending together. The general sessions have focused on broad aspects of BSW education that hold the interest of all BSW educators and administrators. All BPD conferences have offered some recreational activities, such as dancing, tours, boat rides, or dinners designed to accommodate all participants in order to promote interaction and socialization among BPD members. This informality has distinguished BPD conferences from the larger, more structured CSWE APMs. Other consistencies that have developed in the conference structure include the regional meetings, the membership meetings, the published ***Proceedings***, and interest group meetings.

Several BPD members have commented that the most valued part of the BPD conferences has been their focus on the needs of undergraduate social work education and the opportunities for networking that the conferences afford. The conferences provide a way for BSW program directors and other undergraduate educators to meet, share, and support each other. The conferences have informally created a technical support and friendship network among participants. The 1983 conference at the convent created a special bond among the "core group" of participants as they joined together to fight for equality within CSWE. BPD members have joined to work toward other goals, revising the CSWE Curriculum Policy Statement, getting BSWs along with MSWs licensed in each state, and obtaining NASW certification for BSWs. Networking has also occurred among BPD members during and after the conferences to answer job-related questions or solve job-related problems concerning BSW issues. Those attending the early conferences were likely to have known each participant because the conferences were relatively small. While this is no longer likely, the conferences still retain an air of comraderie.

Over the past ten years, some structural elements have changed. Even the social activities which have been a consistent feature of the conferences have changed because of increases in conference attendance. From fifty-three participants at the 1983 workshop, the

conference grew to 276 attendees in 1992. The increased numbers have resulted in a perception of less intimacy and mutual support among conference participants. Although there are planned activities designed to allow participants to meet and network with each other, it is no longer likely for all participants to meet or to know every other participant at the conference. This has meant less fellowship within the group as a whole. To enhance the social element, several groups have been formally developed within the conference to provide opportunities for fellowship, networking, and support. The formal development of smaller groups, such as the regional meetings, the various constituency groups, and the interest group meetings, has helped participants locate others from similar programs or regions or with similar characteristics. These and the larger group activities allow for informal networking.

Another structural change has been the length of the conference. The 1983 workshop at the convent lasted for three days. This was extended to a four-day, Saturday through Tuesday schedule at the Fort Collins workshop in 1984. This format continued until 1988, when the New Orleans conference began informally on Friday, increasing the length of the conference from four to five days to accommodate an increased number of presentations. Conferences since 1988 have kept the five day format established in 1988. BPD conferences are now longer than the CSWE APMs.

Another structural change has been in the way the conference presentations have been organized. Between 1983 and 1988, conference presentations were offered as single units — one presentation per session. At the 1989 conference in San Diego, some presentations were paired in two-paper sessions with a common theme. Beginning with the 1990 conference in Minneapolis, most presentations have been paired. This shift from single to paired presentations resulted from the increased number of good proposals for presentations as well as requests from BPD conference participants for more quality papers and greater variety in presentation topics. By offering two papers at one session, more variety can be offered without increasing the length of the conference or its cost. The introduction of submitted and refereed papers, single or paired, resulted in a more scholarly conference. The publication of annual conference **Proceedings** has enhanced publication opportunities for presenters.

The annual conference programs have changed. Typed and processed handouts served as programs for the first several conferences. Later conference programs were more professional-looking booklets. The size of the printed conference programs grew as the number of presentations increased. These changes in the printed program symbolize the structural changes occurring in the conference and in the Association of Baccalaureate Program Directors itself. The larger, more sophisticated programs with fancier graphics seem to reflect the increasing size and stature of the annual fall conferences.

Summary

The history of BPD meetings began long before the first annual fall workshop in 1983. The 1978 curriculum series and the 1979 competency-based education workshop were important forerunners to the series of annual fall conferences which began in 1983. It is interesting that the first workshops sponsored by BPD in 1978 and 1979 emphasized curriculum issues more than the first two annual workshops in 1983 and 1984 sponsored by CSWE. In a sense, BPD has returned to its roots in the emphasis which is placed on curriculum issues in recent conferences. The conferences have grown in size and in complexity since the beginning and have contributed to the impact of BPD on social work education, particularly in the areas of accreditation, administration, curriculum, and student issues. Perhaps one of the most notable changes in the conference has been its growth from an informal, rather intimate gathering to a larger, more structured professional meeting. Yet, BPD conferences are still more informal, more personal, and more task-oriented than the larger CSWE APMs. Although there have been many changes in the conferences, there have also been many consistencies, such as the networking and the learning oppor-

tunities that have kept the conference growing. The number of presentations offered in future BPD conferences may not increase, but it is likely that the number of participants will increase as more program directors and other BSW educators learn about the many benefits of the annual BPD conference.

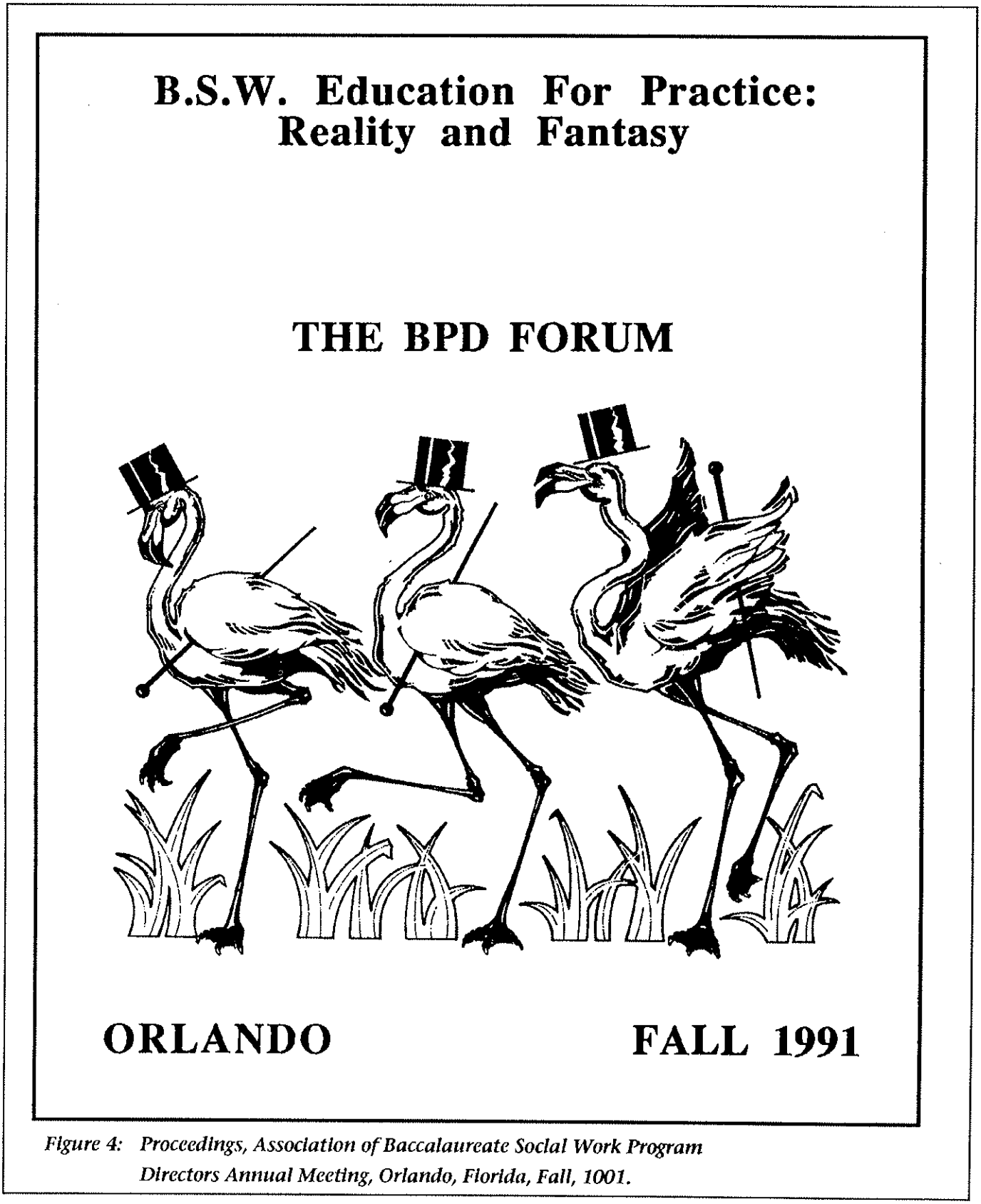

Figure 4: Proceedings, Association of Baccalaureate Social Work Program Directors Annual Meeting, Orlando, Florida, Fall, 1001.

NOTES

1. Memo, Trueheart Titzl to Members, BPD, 11/13/75 and Minutes, Annual Business Meeting, BPD, 3/3/76, BPD Records; Richard Lodge to BPD Colleagues, 3/26/76, Trueheart Titzl Papers.

2. Ann McLean, "Introduction and History," ***A Report of the Estes Park Workshop, 1979*** (Oshkosh, WI: Association of Baccalaureate Program Directors, 1979).

3. McLean, "Introduction and History."

4. Bradford Sheafor to BPD Curriculum Workshop Participants, 9/5/79, Bradford Sheafor Papers.

5. Bradford Sheafor to Paul Stuart, 9/22/92, BPD Records.

6. Telephone Interview with Harry Macy, June 9, 1992; Interview with Harry Macy, September 21, 1992, San Antonio, Texas.

7. Sheafor to Stuart, 9/22/92, BPD Records.

8. Kay Hoffman, "Annual Meeting Report," ***BPD Update,*** May 1988, 3-4; Norman Flax, "BPD Comes of Age," ***BPD Update***, November 1988, 12-13.

CHAPTER VI

BPD'S GROWING INFLUENCE

The previous chapter discussed the development of the annual fall BPD conferences; this chapter will assess the influence of the Association of Baccalaureate Program Directors on social work education and the social work profession as a whole since the CSWE financial crisis of the mid-1980s. By the early 1990s, BPD exerted a significant influence on CSWE and, to a lesser extent, on NASW. As BPD leaders liked to point out, the association functioned as an equal partner with the two graduate social work education organizations, the National Association of Deans and Directors of Schools of Social Work (NADD), which represents MSW programs, and the smaller organization of doctoral programs, the Group for the Advancement of Doctoral Education (GADE).

In part, BPD's increasing stature resulted from the growth in size and significance of the annual fall meetings, discussed in the previous chapter. CSWE officers and staff members attended all of the fall conferences; thus the growth of BPD was quite visible to the leadership of the Council. From the 1985 conference in Indianapolis on, the fall conferences provided BPD with a significant source of income. Income provided by the annual conferences permitted BPD to develop a modest publication program. This added to BPD's visibility and benefited the membership. Income from the annual conferences also made it possible to expand other activities of the organization without raising the annual dues, which have remained at $50 per year since BPD was established in 1975. This was important since the annual dues were paid from program budgets in most cases. Many programs had to contend with limited resources during the 1980s.

While the annual fall conferences were important to BPD's development, they alone do not explain the growing power of the organization. Nor does the increasing BPD membership, to about half of the CSWE-accredited undergraduate social work programs in 1985, in itself explain BPD's increased influence, although increasing the membership has been a priority of every chairperson and president of BPD since Mary Ellen Elwell's leadership in the late 1970s. Organizational effectiveness was enhanced by other developments.

Most leaders of BPD had relatively modest goals for the organization in the mid-1980's. Growth of the organization was an important goal, but primarily a means to an end. BPD leaders hoped to achieve an equitable representation of undergraduate educators on CSWE boards, committees, and commissions, and to achieve more acceptance of the graduates of BSW programs on the part of the major social work professional associations, in particular NASW. However, baccalaureate program directors and other undergraduate educators were handicapped in their efforts. A majority of the undergraduate programs were either free-standing or associated with Departments of Sociology; relatively few were located within comprehensive Schools of Social Work, schools which offered the MSW and, sometimes, the doctorate as well. In the comprehensive schools, some program directors perceived an emphasis which favored the school's graduate programs. This seemed to interfere with efforts to improve the undergraduate program. Teaching loads at many programs were heavy. Thus, there were relatively few opportunities to do research and to publish, or to reflect on what baccalaureate social workers did in practice. Since the BSW was a relatively new degree, few program directors, if any, had themselves been baccalaureate-level practitioners; thus, they lacked an image of the BSW practitioner. They needed an organization to help define what that image should be.[1]

Impact on Social Work Education

Control of the Baccalaureate Program Directors constituency meeting, which was held at each CSWE Annual Program Meeting before the House of Delegates (HOD) meeting, was an objective of the BPD Executive Committee. The organization itself was created at constituency meetings at the 1974 and 1975 APMs. During the early and mid-1980s, baccalaureate program directors who were members of BPD attended the annual BPD membership meeting, which was held early in the APM, in addition to the constituency meeting, usually chaired by the BPD chairperson, on a subsequent night. The constituency group meetings were the forums for bringing matters to the annual HOD meetings immediately following the close of the APM. At its 1985 fall meeting, held in conjunction with the 1985 CSWE/BPD fall conference in Indianapolis, the BPD Executive Committee asked CSWE President Bradford Sheafor, who was in Indianapolis to attend the conference, to drop the constituency meeting at the 1986 APM in Miami. The Executive Committee proposed replacing the constituency group meeting with the BPD annual membership meeting, which would be open to non-members who would be allowed to vote. Such an arrangement would have in effect made BPD the official representative of the baccalaureate program directors constituency within CSWE. It would have facilitated membership recruiting as well, since non-members of BPD attended the constituency meetings. Sheafor responded to the request by stating that the constituency groups could not be suspended; he suggested that the Council could take over the responsibility of chairing the baccalaureate program directors group meeting if BPD did not want the responsibility.[2]

Sheafor's response appeared to put an end to the Executive Committee's efforts. BPD held its annual membership meeting in Miami and BPD chairperson Julia Norlin chaired the baccalaureate program directors constituency meeting on a subsequent night. However, the constituency group members voted "to have BPD officially represent the constituency."[3] At the constituency group meeting at the 1987 APM in St. Louis, BPD was again designated as the "formal spokesgroup/ communicant" of the constituency.[4]

At the 1988 BPD Annual Meeting, held at the CSWE APM in Atlanta, new by-laws for the organization were adopted. The by-law revisions "streamlined the structure of the organization," allowing membership meetings to be held at the annual fall conferences as well as at the APM. The annual meeting also authorized incorporation of BPD, which was accomplished during the summer of 1988.[5] The titles of the officers were changed as well. The former Chairperson became the President; the Executive Committee became the Board of Directors. No longer could the organization be considered simply one of the "formal caucuses [organized] within the Council," as David Austin characterized BPD in his history of social work education, published in 1986.[6] Incorporated as an independent organization and less tied to the Council's APM schedule, BPD had significantly more freedom to develop and grow than before. However, the representation of undergraduate interests in the Council structure remained a primary concern of the organization, and BPD has continued to emphasize its relationship with CSWE.

The representation of baccalaureate educators relative to graduate educators in CSWE committees and commissions was an important issue for many baccalaureate program directors in the early 1980s. Although undergraduate programs made up a vast majority of the institutional members of the Council, persons who taught in undergraduate programs represented a minority of the members of the CSWE Board of Directors and such important bodies as the Commission on Accreditation and the Long-Term Planning Committee, which set policy and developed the program for the APMs. Baccalaureate program directors did have the same numerical representation as graduate deans and directors in the CSWE House of Delegates, as did undergraduate and graduate faculty members.[7] Parity, or equal representation with graduate programs, on all CSWE commissions and committees had become the goal of BPD by the early 1980s.

In an effort to achieve the goal of equity in committee and commission appointments, BPD initiated a

Leadership Information Survey early in 1985. The survey, an extensive three-page questionnaire developed by BPD Executive Committee member Barbara Shank, was included in the March 20, 1985, BPD Update and has been republished periodically.[8] In 1986, Terry Hokenstad, the new President of CSWE, who had been elected with BPD support, asked BPD Chairperson Julia Norlin for the names of persons to appoint to CSWE committees and commissions. Norlin asked Shank to send Hokenstad the names of persons who had completed the Leadership Information Surveys.[9]

BPD representation on CSWE committees and commissions, including the important Commission on Accreditation, increased while Hokenstad was President of the Council. By 1987, Hokenstad had appointed Norlin as one of three CSWE representatives on a joint CSWE-NASW committee to explore possible collaborative relationships between the two organizations. In addition, long-time BPD member Ron Federico was made Chairperson of the CSWE Nominating Committee, incoming BPD Chair Alvin Sallee was on the APM Long-Term Planning Committee, and five members of BPD had been appointed to the Commission on Accreditation.[10]

In part, CSWE leaders sought BPD involvement in making appointments because they needed BPD's support. Although CSWE had seemingly weathered the dues crisis by 1986, the Council was still experiencing financial difficulties. The BPD Executive Committee had supported a dues increase in 1986, anticipating that accreditation would become the "number one priority" of the Council and that a functional budget, showing actual CSWE expenditures by functional areas, would be developed. However, this did not happen, and when the Council proposed an additional increase in dues and fees early in 1987 to cope with a projected budget deficit of $140,000, BPD balked. Making common cause with NADD, the BPD Executive Committee rejected the proposed increases. "Let us find other ways to live within the financial limitations of the current fiscal conditions," wrote BPD Chair Julia Norlin, "our programs do." Hokenstad decided to oppose the fee increases, although they were favored by CSWE Executive Director Eunice Shatz, who argued that the Council had been "cut to the core" as a result of financial crises.[11]

The fee increases proposed in 1987 were not approved; in 1988, the CSWE Board of Directors asked the 1988 House of Delegates to support a 5 per cent dues increase, with no increases in accreditation fees.[12] BPD President Alvin Sallee, Kay Hoffman, and Ronald Federico formulated a plan for restructuring CSWE which was presented in the May, 1988 ***BPD Update*** and which was discussed at the 1988 Annual BPD Conference in New Orleans. The restructuring plan was reminiscent of the demands of BPD and the deans association during the CSWE financial crisis. The plan proposed a streamlined organization, with a fourteen-member Board of Directors composed of four officers and ten representatives of educational programs, five from undergraduate programs and five from graduate programs. The plan identified accreditation and lobbying as the chief CSWE functions. Reflecting in part widespread dissatisfaction with the East Coast location of the headquarters of many national organizations and in part specific dissatisfaction with the most visible reminder of Arthur Katz's leadership of the Council, the plan would have placed CSWE headquarters "in a more convenient and less expensive city than Washington, D. C."[13]

While the Strategic Plan and By-Law revisions eventually recommended by the CSWE Board of Directors to the 1989 House of Delegates in Chicago did not go as far as the Sallee-Hoffman-Federico Restructuring Plan, the Strategic Plan did assert accreditation as the primary function of the Council. The By-Law revisions established a simplified governance structure for the Council. The House of Delegates was to be abolished in favor of a weighted mail ballot which would give educational programs a majority vote. Baccalaureate program directors and graduate deans and directors would have equal weight in the voting, as would graduate and undergraduate faculty members.

The Strategic Plan and By-Law revisions, which were submitted to the 1989 House of Delegates, represented a compromise. On balance, however, the plan reflected "as much as possible, the responses that were

proposed by BSW program directors and faculty," concluded a group of BPD leaders who were also members of the CSWE board. Specifically, accreditation was "reaffirmed as the primary function of the Council," institutional representatives had significant strength in the new governance structure, resource limitations were respected, and "balance," or equity between undergraduate and graduate programs was maintained throughout "all membership categories and voting weights."[14]

At the House of Delegates meeting in Chicago, the Strategic Plan was adopted with only minor changes. Chief among these was the addition of five ethnic and racial minority representatives to the CSWE Board of Directors. This was intended to partially compensate for the reduction in the influence of constituency groups which resulted from giving educational programs control of the Council's decision-making process. However, many BPD leaders opposed this amendment to the Strategic Plan, since the cost of expanding the size of the board necessitated a reduction in the number of board meetings from four per year to three per year. Reducing the number of board meetings, they feared, would give too much power to the CSWE staff.

In adopting the Strategic Plan, the House of Delegates voted itself out of existence. An annual general membership meeting at the APM, without policy-making powers, would serve as an open forum for members. Major policy issues would be decided through a weighted mail ballot.[15] With the elimination of the House of Delegates, the baccalaureate program directors constituency group meetings were replaced by BPD membership meetings, which have continued at the APMs held since 1989.

Former BPD Chairperson Julia Norlin became President-Elect of CSWE in 1988. She took office in 1989. Kay Hoffman, who was in the middle of her 989-91 term as President of BPD, became Chairperson of the CSWE Commission on Accreditation in 1990, succeeding Scott Briar. With baccalaureate program directors taking on major offices in the Council and with much greater undergraduate representation on the Board of Directors and on other CSWE commissions and committees, BPD seemed to have achieved its major goals with respect to gaining influence within the Council.

Relations with Other Constituency Groups

BPD's relationship with the graduate deans and directors organization, NADD, also seemed to have improved by the late 1980s. During the CSWE dues crisis, the graduate deans and directors organization established a good working relationship with BPD. In spite of mutual suspicion and a history of mutual antagonism, the two groups found that they shared mutual interests and could work together. At the 1985 APM and in the subsequent deliberations of the "3 X 3 X 3" Committee, representatives of the graduate deans and directors were impressed by the energy and hard work of the BPD representatives.[16] When the CSWE Executive Committee proposed increasing dues and fees in 1987, NADD approached the BPD Executive Committee in an effort to present a united front to the Council. At the 1987 APM in St. Louis, the BPD Executive Committee met with the NADD Board on March 6 to develop resolutions on the proposed increases to submit to constituency groups and the House of Delegates. On March 10, the Baccalaureate Program Directors Constituency Group approved four resolutions which were submitted jointly by the NADD Board and the BPD Executive Committee. The resolutions, which were sent to the House of Delegates meeting, opposed the dues and fee increases and called for a reorganization of the Council to simplify the governance structure and to make accreditation the central focus of CSWE.[17]

When NADD established a Task Force on the Future of Social Work Education in 1988, representatives of NASW, CSWE, the National Institute of Mental Health (NIMH), and BPD were invited to serve. BPD President Alvin Sallee represented the undergraduate program directors; NASW Executive Director Mark Battle and CSWE President Terry Hokenstad represented their organizations on the Task Force.[18]

BPD leaders were overlooked when the Group for the Advancement of Doctoral Education in Social Work

organized a meeting in the late 1980s. When BPD President Alvin Sallee complained, he was able to secure invitations and a apology from the organization.[19] Further confirmation of BPD's status came when the organization was invited, along with NASW, CSWE, and NADD, to prepare a grant to provide training to social work educators on substance abuse prevention.[20] BPD also participated along with these organizations and GADE in the Implementation Committee organized to carry out the recommendations of an NIMH-funded Task Force on Social Work Research.[21]

By the early 1990s, BPD was participating as an equal partner with NADD and GADE in social work education activities. The organization had come a long way in the decade since its formation in 1975. However, influencing the practice community was also one of BPD's long-term goals. Working with NASW, the largest professional social work membership organization, seemed to be the key. By the early 1990s, BPD had made progress on this front as well.

Impact on Social Work Practice Organizations

In 1969, NASW decided to admit graduates of CSWE-approved baccalaureate programs to full membership. This decision, together with other events of the 1960s and early 1970s, pushed the Council to develop an approval process for undergraduate programs and, in 1974, to begin to accredit them. Despite NASW's important role in the renewed growth of undergraduate social work education in the 1970s, relations between undergraduate education and NASW were strained during the 1980s. Relatively few BSWs joined NASW; frequently those who did cited less than welcoming attitudes on the part of their MSW colleagues. Undergraduate educators were critical of the chilly reception afforded their alumni.

Although NASW had reserved a place on its Board of Directors for a BSW practitioner in 1975, few BSWs joined the organization and many undergraduate educators were suspicious of the major professional association. "NASW has always questioned the role and functions of BSWs," observed BPD executive committee member Norman Flax in 1987. NASW "is [becoming] more and more elitist and is busy representing clinical social workers to the exclusion of the BSW worker."[22]

In 1984, NASW and CSWE established a Labor Force Task Force to plan a national conference on Labor Force Needs in the Human Services. Funded by NIMH, the conference would collect all social work program alumni lists, establish a data base of professionally educated social workers, and develop better social work labor force data. No BPD representative was involved in planning for the conference and associated studies; CSWE was represented by staffer Margaret Gibelman and by Joseph Vigilante. When BPD chair Steve Aigner contacted CSWE director Arthur Katz and NASW director Mark Battle to elicit BPD representation, he was rebuffed. "You can rest assured" that the conference would consider BSWs, wrote NASW staff member Myles Johnson. "None of the task force members 'represent' any particular professional level and there is a clear understanding that the labor force is **all** social workers."[23] Katz wrote that the project was mostly a staff undertaking; only two volunteers were involved, Joseph Vigilante, who represented CSWE, and Sheldon Siegel, who represented NASW. Both were experts on manpower questions. Although Katz promised to try to add another CSWE representative (presumably to accommodate BPD), he suggested that Aigner contact NASW directly.[24]

While the CSWE financial crisis intervened, and the BPD records show little additional information about the labor force conference, Aigner's attempts to get BPD included as an equal partner with CSWE and NASW in planning for the labor force project were not successful. This was typical of the treatment received by BPD leaders prior to the CSWE financial crisis. Relations with NASW, like those with the Council, were to improve in the late 1980s when NASW found, like CSWE, that it needed BPD's help in achieving a major organizational goal.

The lack of participation by BSWs in NASW concerned leaders of the organization. BSWs represented a major potential constituency of the organization, one

which was largely untapped. Other constituencies, including hospital social work directors, school social workers, and clinical social workers had developed their own organizations.[25] While membership in a specialty organization did not necessarily preclude NASW membership, many in the NASW leadership were concerned about the potential fragmentation of the major professional organization, and hence of the profession.[26] Social work seemed to be splintering into more and more specific interest groups.[27] Adding a BSW to the national NASW board, and requiring chapters to do the same, provided a way to reach this constituency. However, NASW was handicapped in its efforts to reach BSWs because of a lack of research on the nature of BSW practice.

Baccalaureate educators also needed this information. The lack of research on what BSWs did in practice made it difficult to design curriculum and determine what content needed to be included in social work practice courses. In addition, lacking empirical evidence regarding the practice activities of BSWs, baccalaureate educators found it difficult to counter dismissive comments about "non-professional" functions carried out by baccalaureate social workers. Consequently, encouraging research on BSW practice was as a high priority for BPD as it was for NASW.

In 1985, Robert J. Teare of the University of Alabama School of Social Work approached BPD inquiring about the organization's interest in an empirical study of what BSWs were doing in practice. Teare had earlier done a task analysis of public welfare workers, and, while a faculty member at the University of Georgia, had been involved in some of the Southern Regional Education Board studies which furthered the development of undergraduate education in the South during the 1970's. He had participated in the 1979 BPD workshop in Estes Park.[28] The BPD board supported Teare's proposed study, which was announced in the ***BPD Update***.[29]

Eventually Teare joined forces with Bradford Sheafor and Barbara Shank to develop a plan for a task analysis of a national sample of BSW practitioners. BSW programs were asked to furnish names and addresses of alumni who could be sampled. In the meantime, BPD President Alvin Sallee met in 1987 with Mark Battle and Thomas Gauthier of NASW regarding certification of BSWs. Since early in the decade, NASW had been considering a certification program for BSWs, similar to the Academy of Certified Social Workers (ACSW) credential for MSWs. However, NASW's Competency Certification Board had no members with expertise in baccalaureate education or practice.[30] In January, 1988, the BPD Executive Committee established a Liaison Committee to work with NASW on certification.

At the 1988 CSWE APM in Atlanta, BPD representatives met with Myles Johnson of the NASW staff and Barbara White, a member of the Competency Certification Board, to discuss NASW certification of BSWs. The BPD representatives stressed the need to involve undergraduate educators as well as practitioners with undergraduate degrees in the process.[31] In June, Sallee was appointed to the Competency Certification Board and made chairperson of its Subcommittee on BSW Certification.[32]

NASW needed a task analysis of BSW practice to serve as the basis for a certification procedure for baccalaureate social workers. ACSW membership required two years of practice experience, letters of recommendation from a supervisor and from colleagues, and successful completion of an examination which measured practice competence. NASW decided to support the Teare-Sheafor-Shank study and to use the results to provide the basis for a competency examination to be developed by the Educational Testing Service (ETS) of Princeton, New Jersey. ETS had developed the ACSW examination.[33] By August, 1988, the task analysis was underway. NASW solicited the names and addresses of graduates of accredited BSW programs, which provided the basis for the study and for an NASW membership recruiting mailing.[34] Teare, Sheafor, and Shank presented findings from the task analysis at four BPD fall conferences, beginning in 1989.[35] A baseline examination, developed by ETS based on the results of the task analysis, was administered in 1991 to BSW's with two years or more of practice experience. The examination

was repeated in 1992.[36]

Certification of BSWs, achieved by 1992, was important for NASW as a means of increasing membership and therefore the resources and influence of the organization. State social work licensing laws, passed in many states as a result of intense lobbying by NASW chapters and other social work organizations, often provided licensing at the baccalaureate level, although some state laws provided ways for non-BSWs to be licensed. Ironically, NASW's success in the licensing arena may have reduced the organization's appeal to BSWs, since, with baccalaureate level social workers eligible to apply for licenses, a BSW could acquire a license, a visible symbol of professional identity, without joining the professional association. Since few or no state licensing laws provided for certification above the beginning level for baccalaureate practitioners, the new certification, known as the Academy of Certified Baccalaureate Social Workers (ACBSW), which required two years of practice experience, seemed a reasonably attractive credential, one which would distinguish experienced practitioners from beginners, as the ACSW did for MSWs. To encourage membership, ACBSW credentialing fees were made lower for NASW members than for non-members.[37]

For BPD, support of the task analysis and participation in the certification program had multiple benefits. The task analysis provided baccalaureate educators with substantial empirical research on baccalaureate-level social work practice. Knowing what BSWs do in practice has significant implications for undergraduate social work education. Since one of the complaints of BPD has been neglect of baccalaureate practice by researchers, the Teare proposal for a task analysis was a welcome one. The sessions at the fall conferences at which Teare and his associates reported their findings attracted much interest and were well-attended.

Participation in NASW's certification program has had additional benefits for BPD. Influencing NASW has long been an objective of the organization. However, relations were often strained and the certification program provided a way to improve them. The credential should enhance the perception of BSW professionalism and increase recognition for undergraduate social work education. Further, participation in certification activities may lead to other opportunities for BPD to influence NASW.

Relations with other organizations had become so extensive by 1991 that BPD President Kay Hoffman appointed five board members official BPD liaisons to practice organizations. Jan Thomas was made liaison to the American Public Welfare Association, Mildred Joyner to the American Association of State Social Work Boards of Examiners, Joe Schriver to the Department of Veterans Affairs, and Alvin Sallee to NASW (for both certification activities and strategic planning). Hoffman herself served as liaison to the Child Welfare League of America (CWLA). Early in 1992, BPD participated in a CSWE/CWLA Institute on school/agency partnerships in child welfare practice, reflecting increasing concern among educators and practitioners about staffing for the nation's child welfare system.[38]

Summary

By 1992, undergraduate social work education was "in a strong, vibrant position" in the view of BPD President Grafton Hull. As a result of BPD's strategy during the financial crisis, and its continuing efforts to influence the Council, "CSWE [had] seen the light." Over half of the four hundred directors of accredited undergraduate social work programs were members of BPD. The organization was planning its tenth annual conference and had assets of $59,000. Undergraduate education had new stature and recognition in the social work education community. A projected handbook for program directors would serve as a resource for experienced, as well as new program directors.[39] As a result of good leadership, growing numbers, and the needs of other organizations, BPD's prospects looked bright. Certainly, the years since the CSWE financial crisis had been good ones. The organization could take credit for the Council's survival, and many of the goals of the early 1980s had been achieved.

Many in the organization now began to look outward once again. Never absent from the concerns of

BPD leaders, the problems of the public social services seemed increasingly pressing. One might predict that addressing these problems will be increasingly significant for the organization and for all of social work education during the next decade.

NOTES

1. Interview with Norman Flax, St. Louis, MO, March 18, 1992.

2. BPD Executive Committee Meeting Minutes, Indianapolis, 9/28/85, Baccalaureate Program Directors Records.

3. [Julia M. Norlin], "Report from the Chair," ***BPD Update***, November 1986, 5.

4. BPD Constituency Meeting Minutes, 3/10/87, BPD Records.

5. Kay Hoffman, "Annual Meeting Report," ***BPD Update***, May 1988, 3-4; Norman Flax, "BPD Comes of Age," ***BPD Update***, November 1988, 12-13.

6. David M. Austin, ***A History of Social Work Education***, Social Work Education Monograph Series, No. 1 (Austin, Texas: School of Social Work, University of Texas at Austin, 1986), 39.

7. Austin, ***A History of Social Work Education***, 39.

8. "BPD Leadership Information Survey," ***BPD Update***, March 20, 1985.

9. Julia M. Norlin to Executive Committee, BPD, re: A Conversation with Terry Hokenstad, 7/9/86, BPD Records.

10. Minutes, BPD Executive Committee Meeting, 9/19-21/87 and Minutes, BPD Membership Meeting, 9/22/87, BPD Records; Kay Hoffman, "Notes on Accreditation," ***BPD Update***, November 1987, 3-5.

11. "CSWE Proposes Increases in Dues and Fees," ***BPD Update***, February 1987, 1-2; "BPD Executive Committee Rejects Proposed Increases," ***BPD Update***, February 1987, 2; Julia M. Norlin to Terry Hokenstad, 2/18/87, in ***BPD Update***, February 1987, 4-5; Minutes, BPD Executive Committee Meeting, 3/6-7/87, BPD Records.

12. "What's New at the Council," ***BPD Update***, February 1988, 1-3.

13. "Restructuring CSWE: A Proposal," ***BPD Update***, May 1988, 1, 4-10.

14. William Burgos, Marry Cunningham, H. Wayne Johnson, Julia M. Norlin, Dean Pierce, and William Whitaker to Bachelor Program Directors and Baccalaureate Faculty Who Are Members of the House of Delegates, January 9, 1989, in ***BPD Update***, February 1989, 11; Mary Cunningham, "CSWE Strategic Plan," ***BPD Update***, November 1988, 11-12; "CSWE Strategic Plan: Comparison of Current and Proposed Structures," 18-21.

15. Mary Cunningham, "A Final House of Delegates Meeting," ***BPD Update***, May 1989, 5.

16. Telephone Interview with Kay Hoffman, June 12, 1992; Telephone Interview with Julia Norlin, June 16, 1992.

17. Minutes, BPD Executive Committee Meeting with NADDSSW Board, 3/6/87 and Minutes, Baccalaureate Program Directors Constituency Meeting, 3/10/87, BPD Records.

18. "A Mid Summer's Update" ***BPD Update***, June 27, 1988.

19. Telephone Interview with Alvin Sallee, July 7, 1992.

20. Kay Hoffman, "President's Report," ***BPD Update***, February 1990, 2; Norma Taylor, "A Comprehensive Model for Social Work Undergraduate and Graduate Training in Alcohol and Other Drug Abuse," ***BPD Update***, May 1992, 6-7.

21. David Austin, "Task Force on Social Work Research," ***BPD Update***, May 1991, 19-20; Grafton H. Hull, Jr., "President's Report," ***BPD Update***, November 1991, 1; Grafton H. Hull, Jr., "President's Report," ***BPD Update***, February 1992, 1.

22. "BSW Practitioners on the NASW Board of Directors," ***BPD Update***, January 22, 1985; Minutes, BPD Membership Meeting, 9/22/87, BPD Records.

23. Myles Johnson to Mark Battle, 7/17/84 and Johnson to Steve Aigner, 9/19/84, both attached to "Aigner to BPD Executive Committee," 11/6/84, BPD Records.

24. Arthur J. Katz to Aigner, 10/16/84, attached to "Aigner to BPD Executive Committee," 11/6/84, BPD Records.

25. Paul Stuart, "School Social Work as a Professional Segment: Continuity in Transitional Times," ***Social Work in Education*** 8 (Spring 1986): 141-153.

26. This concern was a major impetus for the creation of the NASW Task Force on Divisions, Function and Structure. See National Association of Social Workers, ***A Report of the Divisions, Function and Structure Task Force*** (Silver Spring, MD: NASW, 1985).

27. Alvin Sallee, "President's Report," ***BPD Update***, November 1988, pp. 1-2.

28. "Participants and Presentors: Association of Baccalaureate Social Work Program Directors Curriculum Workshop," in Ann McLean, ed., ***Competency Based Perspectives in Baccalaureate Social Work Education: A Report of the Estes Park Workshop*** (Oshkosh, WI: Association of Baccalaureate Social Work Program Directors, 1980), 103-104; Robert J. Teare, ***Social Work Practice in a Public Welfare Setting: An Empirical Analysis*** (New York: Praeger, 1981).

29. Minutes, BPD Executive Committee Meeting, 9/28/85 and Julia M. Norlin to Dr. Bob Teare, 11/6/85, BPD Records.

30. Minutes, BPD Executive Committee Meeting, 1/24/88, BPD Records; Alvin L. Sallee, "President's Report," ***BPD Update***, February 1988, 1-5.

31. Kay Hoffman, "Fostering a BPD-NASW Relationship," ***BPD Update***, May 1988, 3.

32. Minutes, BPD Executive Committee Meeting, 1/24/88, BPD Records; "A Mid Summer's Update" ***BPD Update***, June 27, 1988.

33. Grafton Hull, "BPD Board Meeting, January 14-15, 1989, Minutes (Summarized)," ***BPD Update***, February 1989, 6-7.

34. Mark Battle and Alvin Sallee to Alvin L. Sallee, 8/25/88 [A similar letter was sent to each baccalaureate program director] and Minutes, BPD Board of Directors Meeting, 9/23/88, BPD Records.

35. Teare, Shank, and Sheafor presented a "B.S.W. Task Analysis Report" at the Seventh Annual BPD Conference in San Diego (1989), and a "Report on Progress toward Certification and Update of the Task Analysis," with Alvin Sallee, Margaret Feiler of the NASW Board, and Donna DeAngelis of the NASW staff, at the Eighth Annual BPD Conference in Minneapolis (1990). Teare and Sheafor presented "Separating Reality from Fantasy: A Depiction of BSW Practice" at the Ninth Annual BPD Conference in Orlando (1991). (Shank served as moderator at this session.) Teare, Shank, and Sheafor presented "The BSW Curriculum: What Do Practice Data Tell Us?" based on data from the Task Analysis, at the Tenth Annual BPD Conference in San Antonio (1992).

36. Miriam Thukral, "Academy of Certified Baccalaureate Social Workers," ***BPD Update***, November 1990, 15; Marianne Josem, "The ACBSW - BSW's First National Professional Credential," ***BPD Update***, February 1992, 6-7.

37. Alvin Sallee, "NASA [sic] Certification of Baccalaureate Social Workers," ***BPD Update***, November 1989, 13-14; Josem, "The ACBSW - BSW's First National Professional Credential" 6-7.

38. Jack Sellers, "Building Partnership is Theme for Institute," ***BPD Update***, February 1992, 9.

39. Grafton Hull, "The Way We Were," presented at the Midwest Biennial Social Work Education Conference, LaCrosse, Wisconsin, April 10, 1992.

CONCLUSION:

SHAPING OUR FUTURE

Throughout its history BPD has served three functions. The organization has advocated for baccalaureate social work education, as exemplified by the efforts of many leaders to achieve equitable representation for undergraduate education in CSWE and other forums. BPD has provided services to its constituency, undergraduate programs and program administrators, through the annual conferences and the projected handbook for program directors. Most importantly, the BPD leadership has consistently demonstrated concern for all of social work education, for the social work profession, and for social welfare. From the efforts to lobby Washington in the 1970s, to the efforts to save the Council in the 1980s and the renewed concern for the public social services in the early 1990s, the organization's leadership has, at its best, demonstrated a capacity to look beyond immediate self-interest and to act for the greater good.

The concern of much of the BPD leadership with the problems of child welfare and the problems of the public social services in the early 1990s was reminiscent of the efforts of the leaders of BPD in the 1970s to avoid narrow concerns with the interests of baccalaureate education alone. BPD would be an organization which was responsive to problems in the social services in general. BPD has the potential to be the most geographically representative social work education organization, since accredited undergraduate social work programs are found in every state. The BPD National Action Group represents an effort to harness the geographic diversity of baccalaureate education by creating a social action network which will link with NASW and other lobbying efforts.[1]

As important as the organization's external efforts are the participants' perceptions of the organization's internal atmosphere. Participants experience BPD as an open organization where they feel accepted and valued. One of the functions of the organization has been to serve as a means for members to achieve leadership positions both within BPD and in other social work education and practitioner organizations. The democratic and supportive spirit of BPD has been essential to achieving this goal. As Kay Hoffman put at the end of her term as President in 1991,

> *BPD work connects us because we share a common vision, and, somehow, BPD activities are more like "real social work" — the kind of social work most of us fantasized about when we were choosing our careers.*[2]

This kind of mutual support — and sense of participating in "real social work" — is a key to the success of BPD. The growth in attendance at the fall conferences, in membership, and in influence, presents the organization with a significant challenge: maintaining the organization's commitment to mutual support, openness, and democratic values while continuing to grow and influence social work education and practice. If BPD can affirm its past during a period of growth, it will shape a bright future for the profession and the society it serves.

NOTES

1. "Report from the National Action Group," ***BPD Update***, November 1989, 10; "Association of Baccalaureate Program Directors Membership Meeting Minutes, September 30, 1991, Orlando, Florida," ***BPD Update***, November 1991, 14.
2. Kay Hoffman, "President's Report," ***BPD Update***, May 1991, 1.

Appendix I

BPD By-Laws

March, 1975

Appendix I

BY-LAWS

ARTICLE I
Name

The name of this organization shall be the Association of Baccalaureate Social Work Program Directors hereinafter referred as BPD.

ARTICLE II
Purpose

There is a need at this time for an independent group to represent the interests of baccalaureate social work and particularly baccalaureate social work education. The purpose of the BPD shall be to provide a mechanism for baccalaureate program directors to address themselves to issues of concern to baccalaureate social work programs toward the overall goal of preparation for professional social work practice at the Bachelor's level. More specific purposes shall be arrived at in the annual meetings.

ARTICLE III
Membership

A. All persons serving as directors, coordinators or chairpersons of baccalaureate social work programs which are accredited by the Council on Social Work Education shall be eligible for full membership. (Until June 30, 1975, "approved" may be substituted for "accredited" status.)

B. All persons serving as directors, coordinators or chairpersons of baccalaureate social work programs actively seeking accreditation by the Council on Social Work Education shall be eligible for associate membership. Associate members shall have all rights and privileges except that they may not hold office in BPD.

C. All persons serving as directors, coordinators or chairpersons of other baccalaureate social work programs shall be eligible for affiliate membership. Affiliate members shall have all rights and privileges except that they may not vote nor hold office in BPD.

ARTICLE IV
Organization

Section 1

The functions of the BPD shall be carried on through open meetings of the membership in regular and special sessions, through an Executive Committee, and through such other committees as authorized by the membership, or set up by the Executive Committee, and approved at the next membership meeting.

Section 2

Officers

The officers shall be a chairperson, vice-chairperson, and a secretary-treasurer.

A. Duties of Officers

(1) The chairperson shall convene and preside at meetings of the BPD and the Executive Committee; propose the agenda for meetings; act as official head of the BPD in the direction of its business and in the enforcement of the BY-LAWS; sign and execute in the name of the BPD all necessary correspondence and approved position statements; represent the BPD with other organizations; carry out the decisions of the BPD; and exercise leadership and initiative in achieving the purposes of the BPD.

(2) The vice-chairperson shall serve as program chairperson for the next annual meeting of BPD.

(3) In the absence or inability of the chairperson to act, the vice-chairperson shall perform all the duties of the chairperson.

(4) The secretary-treasurer shall have such duties relating to the procedures, minutes and records of the BPD, as well as such duties relating to the funds of the BPD as may be specified by the Executive Committee.

(5) The secretary-treasurer shall render an annual financial report to the Executive Committee which shall be transmitted to the members of the BPD.

(6) The BPD shall prescribe such additional duties for these officers as it may deem advisable.

B. Election of Officers

(1) The officers shall be elected by mail ballot of BPD members for a term of one year and shall serve until their successors are elected. Terms of office coincide with the operating and fiscal year, July 1 through June 20.[2]

(2) A vacancy for the unexpired term occurring between regular elections shall be filled by the Executive Committee from among its own members and will serve until the next regular election.

Section 3

Executive Committee

A. The Executive Committee shall consist of the officers and six additional members-at-large, elected for two year terms by the BPD in the same way as the officers, three each year.[3] In so far as possible, nominations for the Exeuutive Committee shall reflect the several types of accredited baccalaureate programs.[4]

B. The Executive Committee and the chairperson shall set agendas for meetings, identify organizational priorities, and implement programs agreed upon by the membership. It shall also exercise such powers of BPD as may be necessary between membership meetings of the BPD.

C. Meetings of the Executive Committee shall be called by the chairperson.

Section 4

Nominating Committee

A. The nominating committee shall consist of three persons elected for two year terms by the BPD membership, one in odd numbered years, and two in even numbered years.[3]

B. The nominating committee shall submit a slate allowing for broad representation as well as a choice of candidates for all positions.[4]

C. The slate of nominees shall be circulated by mail at least 30 days prior to the annual meeting with elections taking place within 30 days after by mailed ballot. Nominations may also be made by petition signed by fifteen members, with the consent of the nominee, and by the time of the annual meeting.

Section 5

Other Committees

A. The BPD may establish and terminate such committees as may be deemed necessary.

B. The BPD shall determine the functions of such committees and the charge to each as appropriate.

Section 6

Relationships with other organizations

A. The BPD shall seek to maintain effective working relationships with The Council on Social Work Education, and with significant other organizations and groups as may be necessary for achievement of its purposes.

B. The BPD, through its officers, shall invite the baccalaureate directors serving on the Board of the CSWE to report regularly to the BPD and exchange views on pending questions and actions taken by the CSWE Board.

C. Prior to the annual meeting of the House of Delegates of C.S.W.E., the BPD shall formulate and convey its views on matters pending before the House of Delegates to the delegates representing the category of CSWE membership designated as Directors of Undergraduate Social Work Programs. The BPD shall maintain liaison with baccalaureate faculty, and student delegates as well, and with baccalaureate members of various CSWE committees.

ARTICLE V
Financing

Section 1

The fiscal year of the BPD shall be from July 1 through June 30.

Section 2

A. The costs of operating the BPD shall be met by annual dues and such other means as the BPD may approve.

B. Dues for each member shall be $50 per annum beginning July 1, 1975. Dues for associate members shall be $25 per annum, and for affiliate members $10 per annum.[5]

ARTICLE VI
Meetings

Section 1

Time and Summons

A. The annual meeting of the BPD shall be held after 30 days notice, at a convenient time between January and May.[6] Other meetings may be held as necessary with 30 days notice going to all members. Other meetings may be called by the chairperson, or by 25% of the membership.

B. Members unable to attend may designate a colleague to attend in their stead with voting rights. Such designation should be presented in writing to the chairperson.

C. The Executive Committee shall meet at the call of the chairperson.

Section 2

Quorums

Twenty-five percent of BPD members shall constitute a quorum for the transaction of business. Executive Committee quorum shall be a majority of its members.

Section 3

Voting

A. All voting in the BPD shall be by individuals.

B. The rules contained in the latest edition of Robert's Rules of Orders. shall govern all meetings of the BPD to which they are applicable, subject to the provision of these by-laws.

ARTICLE VII
Amendments

A. Proposals to amend or repeal these BY-LAWS may be initiated by any member by mail or at meetings of the BPD. The Executive Committee shall receive and review all proposals and determine whether to submit them to the BPD for action and shall be responsible for wording the proposed amendment. The Executive Committee, through the chairperson, shall notify the proposer of its determination. If its determination is not acceptable to the proposer, the amendment shall be submitted to the BPD on petition in writing of five (5) members of the BPD.

B. The secretary-treasurer shall give written notice of any proposed amendment or repeal not less than sixty (60) days prior to the date of meeting at which the proposal is to be discussed.

C. An affirmative vote by two-thirds of the membership responding to a mail ballot shall be required to amend or repeal these BY-LAWS.

These by-laws were approved at the Association business meeting held in Chicago, Illinois, March, 1975.

Appendix II

Charter Members of BPD

Really, The Charter members 1/8/75

ASSOCIATION OF BACCALAUREATE SOCIAL WORK PROGRAM DIRECTORS - MEMBERSHIP LIST

ALABAMA
University of Alabama
School of Social Work
623 University Blvd.
University, ALA 35486
Frank R. Egan
205: 348-7027

ARIZONA
Arizona State Univ.
Dept. of Sociology
Tempe, Arizona 85281
Naomi A. Harward
602: 965-3865

ARKANSAS
Univ. of Arkansas
Dept. of Social Welfare
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1979 - 1980 ..... Mary Ellen Elwell
1980 - 1981 ..... Mary Ellen Elwell
1981 - 1982 ..... Ann McLean
1982 - 1983 ..... Ann McLean
1983 - 1984 ..... Steve Aigner
1984 - 1985 ..... Steve Aigner
1985 - 1986 ..... Julia Norlin
1986 - 1987 ..... Julia Norlin
1987 - 1988 ..... Alvin Sallee
1988 - 1989 ..... Alvin Sallee
1989 - 1990 ..... Kay Hoffman
1990 - 1991 ..... Kay Hoffman